

Orange Grove ISD Student Handbook 2022-2023



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ORANGE GROVE INDEPENDENT SCHOOL DISTRICT

STUDENT HANDBOOK 2022 - 2023

BOARD OF TRUSTEES

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SARAH BOYLE	ELEMENTARY SCHOOL PRINCIPAL
JILL SEIDEL	ELEMENTARY ASSISTANT PRINCIPAL
LYN PEREZ	PRIMARY SCHOOL PRINCIPAL

References made to district policies in the student handbook consist of summaries or partial excerpts from the complete policy text. The official policy manual adopted by the Board of Trustees remains the authoritative reference. Any policy changes adopted during the life of this handbook will take precedence over any conflicting statement in the handbook.

ORANGE GROVE ISD STRATEGIC PLAN

MISSION: Educating all students to be successful in society.

Vision: Be the desired district in an evolving world.

Goal #1: The District and each campus will perform at or above the Region and State in state accountability measures for all grades, all subjects and all student groups.

Goal #2: Instructional staff will utilize the Texas Essential Knowledge and Skills (TEKS) as the curriculum coupled with effective instructional practices which promote student engagement and preparation.

Goal #3: All staff will model, support and encourage all students, parents and community members to develop and display positive attitudes which ensure academic success.

Goal #4: The financial integrity of the district will be maintained with a concerted effort to grow the fund balance which will be used to support staff, facilities, and student programs.

Goal #5: The District will provide a safe and disciplined learning environment with appropriate and adequate facilities for all programs.

Goal #6: The District will recruit, employ, and retain high quality personnel while providing professional development to build skills in the areas of content knowledge, instructional techniques, and relationship-building.

SCHOOL SPIRIT

SCHOOL COLORS..... ORANGE AND BLACK
SCHOOL MASCOT..... BULLDOG

ALMA MATER

We hail thee Alma Mater
To you our tributes bring
Thine every son and daughter
Aye shall thy praises sing

To you our Alma Mater
Our loyalty we give
This be your PRIDE and HONOR
You taught us how to live

FIGHT SONG

Go fight you Bulldogs
Fight for victory
With the colors flying
We will hail you all the time.
RAH! RAH! RAH!
Go fight you Bulldogs
Fight for victory
Spread out the fame
Of your fair name
Go you Bulldogs, win this game

OGISD CONTACT NUMBERS

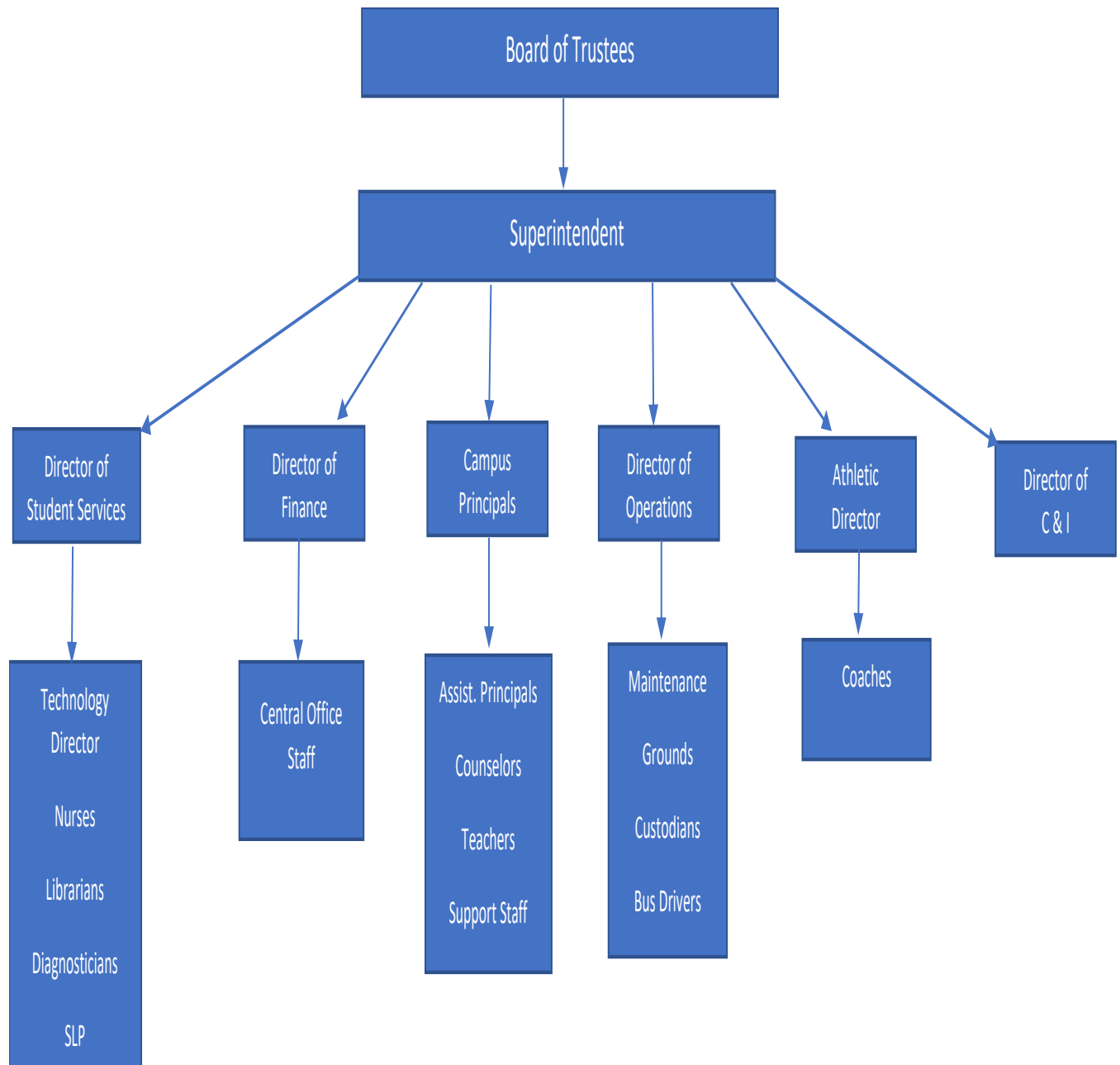
PRIMARY SCHOOL GRADES PREK-2		
Main	384-2316	Ext. 1200
Counselor	384-2316	Ext. 1202
Library	384-2316	Ext. 1208
Cafeteria	384-2316	Ext. 1212

ELEMENTARY SCHOOL GRADES 3-5		
Main	384-9398	Ext. 1300
Counselor	384-9358	Ext. 1305
Library	384-9351	Ext. 1620
Cafeteria	384-9358	Ext. 1612

JUNIOR HIGH SCHOOL GRADES 6-8		
Main	384-2323	Ext. 1400
Counselor	384-2323	Ext. 1403
Library	384-2323	Ext. 1407
Cafeteria	384-2323	Ext. 1413
Band Hall	384-2323	Ext. 1406

HIGH SCHOOL GRADES 9-12		
Main	384-2330	Ext. 1500
Counselor (grades 9-10)	384-2330	Ext. 1536
Counselor (grades 11-12)	384-2330	Ext. 1503
Library	384-2330	Ext. 1505
Cafeteria	384-2330	Ext. 1512
Band Hall	384-2330	Ext. 1509
Ag Building	384-2330	Ext. 1513
FCCLA	384-2330	Ext. 1510
Athletic Director	384-2330	Ext. 1504
Girls Coaches Office	384-2330	Ext. 1508
Boys Coaches Office	384-2330	Ext. 1511

District Offices		
Central Office	384-2495	Ext. 1100
District Nurses	384-2495	Ext. 1409
Diagnostician/Speech Path.	384-2495	Ext. 1102
Technology Director	384-2495	Ext. 1605
Transportation Director	384-2495	Ext. 1601
Bus Barn	384-2495	Ext. 1611
Custodial Director	384-2495	Ext. 1607
Maintenance Director	384-2495	Ext. 1601
Grounds Supervisor	384-2495	Ext. 1602
Aramark Food Services	384-9080	Ext. 1610
Brush Country Cooperative	384-2129	Ext. 1112



Orange Grove ISD Instructional Calendar 2022-2023



July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Reporting Periods	
1 st Nine Weeks-49	
2 nd Nine Weeks-44	
3 rd Nine Weeks-44	
4 th Nine Weeks-43	
Semesters	
1 st Semester-93	
2 nd Semester-87	
Key	
◇ New Teachers	★ Graduation
○ Staff Development	
△ Teacher Work Day	
○ Holiday	
□ Start/End Grading Periods	

Holidays	
Labor Day – September 5	
Jim Wells County Fair – October 17-21	
Thanksgiving – November 21-25	
Christmas – December 19-30	
MLK Day – January 16	
Spring Break – March 13-17	
Good Friday – April 7	
Easter Monday – April 10	
Professional Development	
New Employees – July 29	
Staff Development – August 1-4	
Work Days – August 5, January 2, May 27	
Minute Tracker---81,720	

Early Release	
Early Release Times 12:25 p.m.	
Friday, September 30 (FB)	
Friday, December 16	
Friday, October 7 (Planning)	
Friday, January 27 (Planning)	
Friday, February 17 (Planning)	
Friday, May 26	
Bad Weather Days	
Good Friday – April 7	
Easter Monday – April 10	
STAAR/EOC Windows	
December 6-9: All EOC's	
April 24-28: 3-8 Reading, English I&II	
May 1-5: 5, 8 Science, 8 SS, Bio, USH	
May 8-12: 3-8 Math, Alg. I	
All Campus Schedules	
Start: 7:45 a.m., End: 3:25 p.m.	

Orange Grove ISD Student Handbook

Contents

BOARD OF TRUSTEES	0
Go fight you Bulldogs	2
Preface Parents and Students:	1
Accessibility	2
Section One: Parental Rights.....	3
Consent, Opt-Out, and Refusal Rights	3
Consent to Conduct a Psychological Evaluation.....	3
Consent to Human Sexuality Instruction.....	3
Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking	4
Annual Notification	4
Consent to Provide a Mental-Health Care Service	4
Consent to Display a Student's Original Works and Personal Information	5
Consent to Video or Audio Record a Student when Not Already Permitted by Law	5
Prohibiting the Use of Corporal Punishment.....	5
Limiting Electronic Communications between Students and District Employees	6
Objecting to the Release of Directory Information	6
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only).....	7
Participation in Third-Party Surveys	8
Reciting a Portion of the Declaration of Independence in Grades 3–12.....	9
Reciting the Pledges to the U.S. and Texas Flags.....	9
Religious or Moral Beliefs.....	9
Tutoring or Test Preparation	9
Right of Access to Student Records, Curriculum Materials, and District Records/Policies ..	10
Instructional Materials	10
Notices of Certain Student Misconduct to Noncustodial Parent.....	10
Participation in Federally Required, State-Mandated, and District Assessments	10
Student Records	10
Teacher and Staff Professional Qualifications	14
A Student with Exceptionalities or Special Circumstances.....	14
Children of Military Families	14
Parental Role in Certain Classroom and School Assignments.....	15
Student Use of a Service/Assistance Animal	15
A Student in the Conservatorship of the State (Foster Care)	16
A Student Who Is Homeless	16

Orange Grove ISD Student Handbook

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services	17
A Student Who Receives Special Education Services with Other School-Aged Children in the Home	19
A Student Who Speaks a Primary Language Other than English	20
A Student with Physical or Mental Impairments Protected under Section 504	20
Section Two: Other Important Information for Parents and Students	21
Absences/Attendance	21
Compulsory Attendance	21
Compulsory Attendance—Exemptions	22
Compulsory Attendance—Failure to Comply	23
Attendance for Credit or Final Grade (All Grade Levels).....	24
Official Attendance-Taking Time (All Grade Levels)	24
Documentation after an Absence (All Grade Levels)	25
Doctor’s Note after an Absence for Illness (All Grade Levels)	25
Driver License Attendance Verification (Secondary Grade Levels Only)	25
Accountability under State and Federal Law (All Grade Levels)	25
Armed Services Vocational Aptitude Battery Test (Grades 10–12).....	26
Awards and Honors (All Grade Levels).....	26
*No Honor Roll designations will be made at the pre-kindergarten or kindergarten levels... 26	
Bullying (All Grade Levels)	32
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)	34
Celebrations (All Grade Levels).....	34
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels) ...	35
Warning Signs of Sexual Abuse	35
Warning Signs of Trafficking.....	35
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children	37
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children ...	37
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	37
Class Schedules (Secondary Grade Levels Only)	42
College and University Admissions and Financial Aid (All Grade Levels)	42
College Credit Courses (Secondary Grade Levels Only)	42
Communications—Automated (All Grade Levels).....	43
Emergency.....	43
Nonemergency.....	43
Complaints and Concerns (All Grade Levels)	44

Orange Grove ISD Student Handbook

Conduct (All Grade Levels)	44
Applicability of School Rules	44
Campus Behavior Coordinator	44
Deliveries	45
Disruption of School Operations	45
Social Events	45
Counseling	46
Academic Counseling	46
Personal Counseling (All Grade Levels)	47
Course Credit (Secondary Grade Levels Only)	47
Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)	47
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject	48
Kindergarten Acceleration	48
Students in Grades 1–5	48
Students in Grades 6–12	49
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	49
Dating Violence	49
Discrimination	50
Harassment	50
Sexual Harassment and Gender-Based Harassment	51
Retaliation	51
Reporting Procedures	51
Investigation of Report	52
Discrimination	52
Distance Learning (All Grade Levels)	52
Texas Virtual School Network (TXVSN) (Secondary Grade Levels)	53
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)	53
School Materials	53
Nonschool Materials	53
Dress and Grooming (All Grade Levels)	54
Electronic Devices and Technology Resources (All Grade Levels)	57
Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices	57
Instructional Use of Personal Telecommunications and Other Electronic Devices	58
Acceptable Use of District Technology Resources	58
Unacceptable and Inappropriate Use of Technology Resources	58

Orange Grove ISD Student Handbook

End-of-Course (EOC) Assessments	59
English Learners (All Grade Levels)	59
Enrollment Requirements (All Grade Levels)	59
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	60
Standards of Behavior	62
Fees (All Grade Levels)	63
Fundraising (All Grade Levels)	63
Gang-Free Zones (All Grade Levels)	64
Gender-Based Harassment	64
Grade-Level Classification (Grades 9–12 Only)	64
Grading Guidelines (All Grade Levels)	64
Graduation (Secondary Grade Levels Only)	64
Requirements for a Diploma	64
Testing Requirements for Graduation	65
Available Course Options for All Graduation Programs	69
Certificates of Coursework Completion	69
Students with Disabilities	69
Graduation Activities	70
Graduation Speakers	71
Graduation Expenses	71
Scholarships and Grants	71
Harassment	71
Hazing (All Grade Levels)	72
Health—Physical and Mental	72
Illness (All Grade Levels)	72
Immunization (All Grade Levels)	73
Lice (All Grade Levels)	73
Medicine at School (All Grade Levels)	74
Asthma and Severe Allergic Reactions	75
Unassigned Epinephrine Auto-injectors	75
Steroids (Secondary Grade Levels Only)	75
Mental Health Support (All Grade Levels)	75
Physical Activity Requirements	77
Physical Fitness Assessment (Grades 3–12)	77
Physical Health Screenings/Examinations	77
Special Health Concerns (All Grade Levels)	78

Orange Grove ISD Student Handbook

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)	79
Health-Related Resources, Policies, and Procedures	80
Physical and Mental Health Resources (All Grade Levels)	80
Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)	80
School Health Advisory Council (SHAC) (All Grade Levels)	81
Student Wellness Policy/Wellness Plan (All Grade Levels)	81
Homework (All Grade Levels)	82
Law Enforcement Agencies (All Grade Levels)	82
Questioning of Students	82
Students Taken into Custody	82
Notification of Law Violations	83
Leaving Campus (All Grade Levels)	83
During Lunch	84
At Any Other Time during the School Day	84
Lost and Found (All Grade Levels)	84
Makeup Work	84
Makeup Work Because of Absence (All Grade Levels)	84
DAEP Makeup Work	85
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)	85
Nondiscrimination Statement (All Grade Levels)	85
Parent and Family Engagement (All Grade Levels)	86
Working Together	86
Parking and Parking Permits (Secondary Grade Levels Only)	88
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	88
Prayer (All Grade Levels)	88
Promotion and Retention	88
Elementary and Middle/Junior High Grade Levels	89
High School Grade Levels	90
Release of Students from School	90
Remote Instruction	90
Report Cards/Progress Reports and Conferences (All Grade Levels)	90
Retaliation	91
Safety (All Grade Levels)	91
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	91

Orange Grove ISD Student Handbook

Preparedness Training: CPR and Stop the Bleed.....	91
Emergency Medical Treatment and Information	91
Emergency School Closing Information.....	92
SAT, ACT, and Other Standardized Tests	92
Schedule Changes (Middle/Junior High and High School Grade Levels).....	92
School Facilities	92
Food and Nutrition Services (All Grade Levels)	93
Pest Management Plan (All Grade Levels).....	94
Conduct Before and After School (All Grade Levels)	95
Library (All Grade Levels).....	95
Use of Hallways during Class Time (All Grade Levels).....	96
Use by Students Before and After School (All Grade Levels)	96
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)	97
School-Sponsored Field Trips (All Grade Levels)	97
Searches.....	97
Searches in General (All Grade Levels)	97
District Property (All Grade Levels)	98
Telecommunications and Other Electronic Devices (All Grade Levels)	98
Trained Dogs (All Grade Levels)	98
Drug Testing (Secondary Grade Levels Only)	98
Vehicles on Campus (Secondary Grade Levels Only)	98
Semester Exam Program (Grades 9-12)	99
Sexual Harassment.....	99
Special Programs (All Grade Levels).....	99
Standardized Testing	99
Secondary Grade Levels.....	99
STAAR (State of Texas Assessments of Academic Readiness).....	100
Students in Foster Care (All Grade Levels)	101
Students Who are Homeless (All Grade Levels).....	101
Student Speakers (All Grade Levels).....	101
Summer School (All Grade Levels).....	102
Tardies (All Grade Levels).....	102
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).....	102
Transfers (All Grade Levels).....	103
Transportation (All Grade Levels)	104
School-Sponsored Trips.....	104

Orange Grove ISD Student Handbook

Buses and Other School Vehicles	104
Vandalism (All Grade Levels)	106
Verification of Residency	106
Video Cameras (All Grade Levels)	107
Visitors to the School (All Grade Levels)	107
General Visitors.....	107
Unauthorized Persons.....	108
Visitors Participating in Special Programs for Students	108
Volunteers (All Grade Levels).....	108
Voter Registration (Secondary Grade Levels Only)	108
Withdrawing from School (All Grade Levels)	109
Glossary	110
Freedom from Bullying Policy	113
Student Welfare: Freedom from Bullying	113

Orange Grove ISD Student Handbook

Preface Parents and Students:

Welcome to the new school year!

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

The Orange Grove ISD Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

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

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at OGISD Central Office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in OGISD Central Office, and an unofficial electronic copy is available at www.ogisd.net.

Orange Grove ISD Student Handbook

The policy manual includes:

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

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

Ashley Lowe

Director of Student Services

504 South Dibrell, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

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

- Acknowledgment Form or Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and

[See **Objecting to the Release of Directory Information** on page 6 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 8 for more information.]

Accessibility

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

Ashley Lowe

Director of Student Services

504 South Dibrell, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

Orange Grove ISD Student Handbook

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

For further information, see the district's human sexuality instruction website at www.ogisd.net .

In accordance with state law, a parent may:

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

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried person of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if use consistently and correctly; is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; 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.

Orange Grove ISD Student Handbook

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

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parents. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

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

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

Annual Notification

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

For further information, see the district's abuse prevention instruction website at www.ogisd.net

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 54 and FNG for information on the grievance and appeals process.

Consent to Provide a Mental-Health Care Service

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

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

For further information, see **Mental Health Support** on page 75.

Orange Grove ISD Student Handbook

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

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

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

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

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

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

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

Prohibiting the Use of Corporal Punishment

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

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

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Orange Grove ISD Student Handbook

Note:

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

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include his or her immediate supervisor as recipients on all text messages.

Objecting to the Release of Directory Information

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

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

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

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

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

Orange Grove ISD Student Handbook

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

The district has identified the following as directory information:

- Student name, address, telephone listing, email
- Student photograph
- Student date and place of birth
- Honors and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of athletic teams

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 11.

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

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

- Name,
- Address, and
- Telephone listing.

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

Orange Grove ISD Student Handbook

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

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

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

Orange Grove ISD Student Handbook

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

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

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 88 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

Orange Grove ISD Student Handbook

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

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC.]

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

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 the Student Code of Conduct and policy FO(LEGAL) for more information.]

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

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

Orange Grove ISD Student Handbook

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 6, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- 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; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,

Orange Grove ISD Student Handbook

- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

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

- Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.

Orange Grove ISD Student Handbook

- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 6.]

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 wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

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

A parent or eligible student who submits a written request and pays copying costs of 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 the records.

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

Gil Salazar, OGHS Principal

PO Box 534, Orange Grove, TX 78372

gsalazar@ogisd.net

361-384-2330

Sarah Boyle, OG Elementary Principal

PO Box 534, Orange Grove, TX 78372

sboyle@ogisd.net

361-384-9398

Paul Mathis, OGJH Principal

PO Box 534, Orange Grove, TX 78372

pmathis@ogisd.net

361-384-2323

Lyn Perez, OG Primary Principal

PO Box 534, Orange Grove, TX 78372

lperez@ogisd.net

361-384-2316

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 is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the

Orange Grove ISD Student Handbook

hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

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

[See **Report Cards/Progress Reports and Conferences** on page 90, **Complaints and Concerns** on page 44, and Finality of Grades at policy FNG(LEGAL).]

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

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

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

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

- Called to active duty,

Orange Grove ISD Student Handbook

- On leave, or
- Returning from a deployment of at least four months.

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

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

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

[See **Bullying** on page 32, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

Orange Grove ISD Student Handbook

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

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

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

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

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

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

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

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 48, **Course Credit** on page 47, and **Students in Foster Care** on page 101.]

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);

Orange Grove ISD Student Handbook

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 48, **Course Credit** on page 47, and **Students who are Homeless** on page 101.]

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

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

If a student is experiencing learning difficulties, 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.

Orange Grove ISD Student Handbook

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

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

Ashley Lowe

Director of Student Services

504 South Dibrell, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

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

Ashley Lowe

Director of Student Services

504 South Dibrell, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

Orange Grove ISD Student Handbook

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:

Marta Salazar

Director of Curriculum and Instruction

504 South Dibrell, Orange Grove, TX 78372

msalazar@ogisd.net

3613842495

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 20.]

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

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

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

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

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

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

Orange Grove ISD Student Handbook

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

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

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if 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 services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page 59 and **Special Programs** on page 99.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 17 and policy FB for more information.]

Orange Grove ISD Student Handbook

Section Two: Other Important Information for Parents and Students

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

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

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

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

Absences/Attendance

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

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

Compulsory Attendance

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.

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Orange Grove ISD Student Handbook

Compulsory Attendance—Exemptions

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state;
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 14 for more information.]

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

For more information, see [Telecommunication and Other Electronic Devices](#)

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this:

- Has been authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal;
- Follows campus procedures to verify the visit; and
- Makes up any work missed.

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

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

Orange Grove ISD Student Handbook

- 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; or
- An election clerk, if the student makes up any work missed.

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is:

Ashley Lowe

Director of Student Services

504 South Dibrell, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

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

Orange Grove ISD Student Handbook

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

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

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

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

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

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

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

- Whether the student has completed makeup work satisfactorily. If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** on page 22 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.
- Whether the student has mastered the essential knowledge and skills and maintained passing grade in the course or subject.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 a.m.

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

Orange Grove ISD Student Handbook

Documentation after an Absence (All Grade Levels)

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

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

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

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

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

Within 5 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 absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL) for more information.]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings; [TAPR Report](#)
- A School Report Card (SRC) for each campus in the district, compiled by TEA; [School Report Card](#)
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and

Orange Grove ISD Student Handbook

- Information compiled by TEA for the submission of a federal report card that is required by federal law.

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

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

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

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

The test shall be offered on August 15, 2021 at 8:30 a.m. at the OGHS Cafeteria.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Elementary and Primary

- All A Honor Roll:** Students making grades of 90 or higher and with an E or an S in all areas in a nine week grading period.
- A/B Honor Roll:** Students making no grade lower than an 80 and with an E or S in all areas in a nine-week grading period.
- Perfect Attendance:** Any student who has not been absent, according to the Official Attendance Register, during the nine weeks reporting period will be recognized on the Perfect Attendance list. The official accounting time for perfect attendance is 9:30 a.m. and 1:00 p.m. (12:47 for Junior High). Tardies and early pickups may be considered in determining perfect attendance award eligibility. At Primary and Elementary, a student who has 5 or more tardies and/or early pickups will not be eligible for Perfect Attendance.

*For end-of-year awards, honor roll designations are to be determined by looking at each nine-week period.

*No Honor Roll designations will be made at the pre-kindergarten or kindergarten levels.

Junior High

- All A Honor Roll:** Students making no grade lower than a 90 in all his/her classes each nine weeks shall be designated A Honor Roll.
- The A/B Honor Roll:** Students making no grade lower than an 80 in all his/her classes each nine weeks shall be designated A/B Honor Roll.

All other Awards and Honors:

Top Ten Percent for 8th Grade

The Top Ten Percent of eighth grade students will be determined at the end of the 3rd nine weeks and recognized at the end of the school year. Grade averages in 8th grade math, science, social studies, and English language arts will be used in determining the Top Ten Percent.

OGJH Student Council

Orange Grove ISD Student Handbook

The Orange Grove Junior High School Student Council is a service organization dedicated to the improvement of the school atmosphere and campus surroundings. Student Council will sponsor various school activities for different grade levels as well as campus-wide activities. The Junior High School Student Council will include student representatives elected from each grade level and officers who are selected by the newly elected student council members. Officers will include the President (8th Grader), Vice-President (8th Grader), President-Elect (7th Grader), Secretary (7th or 8th Grader), Treasurer (7th or 8th Grader), Parliamentarian (Any grade level), Reporter (Any grade level), Paw Print Editor (8th or 7th Grader) and Historian (Any grade level). Students who were not elected or want to participate but not run to be an officer will be accepted as general members of the Student Council. The general member of Student Council will abide by the constitution just as elected members of Student Council without being able to vote at meetings. To be eligible for membership in the Junior High School Student Council, a student must have been promoted during the school year prior to the elections and have an overall class average of 80 or higher with no grade below a 70 at the time of the elections. If a members overall average falls below an 80, the member will be placed on academic probation for 3 weeks with an opportunity to raise the overall average above an 80 to avoid possible removal from the organization. All Student Council members must follow all rules outlined in the Student Council Constitution. The Junior High School Student Council sponsors will distribute additional written regulations to those students interested in running for elected office. Before entering the election process as a candidate for any student council office, the student must submit written permission from his/her parent/guardian and attend a pre-election meeting with the Student Council advisor.

National Junior Honor Society

Seventh and eighth grade students with a cumulative average of 93 in math, science, social studies, reading, and language arts upon the completion of the 3rd nine-week period are eligible for induction. Students may have no more than two documented violations of the code of conduct and no placements in ISS, DM, or DAEP. Please see the district website or the NJHS sponsor for more details about the application process and the maintenance of membership.

Pre-AP Algebra I Requirements and Admission

1. Entry Requirements for 7th/8th Grade Honors Hybrid Math
 - a. 90%+ performance on 4th Grade STAAR Math
 - b. 90%+ performance on 5th Grade STAAR Math
 - c. 90%+ performance on 6th Grade STAAR Math
 - i. If a student does not have a score for the 4th and/or 5th grade STAAR Math assessment(s), then campus administration will look at the available STAAR Math assessment score(s), including the student's performance on the 6th grade STAAR Math assessment.
 - ii. If a student does not have a score for the 6th grade STAAR Math assessment, then the student will need to take and score 90%+ on a locally developed assessment which measures mastery of the 6th Grade Math TEKS. The resulting score will be considered along with previous STAAR Math performance.
 - d. Overall yearly average of 90+ in 6th Grade Honors Math.
 - e. Parent/Guardian permission to enroll in 7th/8th Honors Hybrid Math.
2. Entry Requirements for Pre-AP Algebra I
 - a. Overall yearly average of 85+ in 7th/8th Honors Hybrid Math
 - b. Parent/Guardian permission to enroll in Pre-AP Algebra I
3. Maintaining enrollment in 7th/8th Honors Hybrid Math
 - a. Maintain 85+ average for any 9-week grading period. Any student falling below an 85 average enters a probationary period for the next 9-week grading period.

Orange Grove ISD Student Handbook

- b. If a student improves the 9-week average to above 85 in next 9-week period, student is no longer on probation.
 - c. If a student does not improve next 9-week average to 85 or above, student will be removed from 7th/8th Honors Hybrid Math and placed in 7th Grade Honors Math.
 - d. An overall yearly average of below 85 will result in placement in 8th Grade Honors Math the following school year.
4. Maintaining enrollment in Pre-AP Algebra I
- a. Once a student starts the school year in Pre-AP Algebra I, campus administration and the Pre-AP Algebra I teacher will make every reasonable effort to keep the student enrolled in Pre-AP Algebra I. the 8th grade Pre-AP Algebra I student needs to remain mindful that he/she will be held to the level of rigor and expectations reflective in of a high school Pre-AP course.
 - b. At the recommendation of the Pre-Algebra I teacher or at the request of the student's parent, a student may be removed from the Pre-Algebra I course and be placed in a regular Algebra I course at any time during the school year prior to the last 9-week grading period with campus principal approval.

Cheerleaders

All students in the junior high school are invited to try out for the cheerleading/mascot positions. Eligibility requirements for cheerleaders are the same as for U.I.L. activities. Specific cheerleading regulations are explained in the "Cheerleading Constitution" which is available to interested students. A student may participate only if his/her parent/guardian gives written permission to do so. A student must have a passing cumulative average in each subject matter through the end of the 1st semester in order to try out for cheerleader/mascot. Any newly-selected cheerleader/mascot is subject to the provisions of the "Cheerleading Constitution" immediately upon being selected to the squad.

High School

All A Honor Roll: Students making grades 90 and above on all his/her classes shall be designated as earning "A Honor Roll."

The A/B Honor Roll: Students making grades no lower than an 80 on all his/her classes shall be designated "A/B Honor Roll."

All other Awards and Honors:

Athletic Awards

Each year Orange Grove School athletes will be honored at the Fall Sports and/or Spring Sports Banquet sponsored by the Athletic Booster Club.

Band Awards

Each year Orange Grove High School Band/Choir members are honored with a banquet presented by the Band/Choir Booster Club. Performance awards are presented to outstanding students in each organization.

U.I.L. Awards

Students who compete in U.I.L. competition will be recognized during the Academic Awards Banquet.

Orange Grove ISD Student Handbook

Letter Jackets

Students are responsible for ordering and payment of letter jackets.

Favorite Selections

Students receiving a level III discipline referral or more than three discipline referrals are not eligible for the Favorites Elections. All nominees must have 90% attendance in each class. Class dues must be current. All plurality votes are required for election.

Who's Who

Students are selected exclusively by teacher vote. Students must maintain an overall average of 85 or higher in all academic subjects using the weighted class ranking system. The high school faculty will nominate up to 10% of the seniors who are outstanding in leadership, character, scholarship, and service. The high school faculty will determine the number of seniors, not to exceed 10% of the senior class.

Mr. and Ms. OGHS

Nominees must come from the senior class. The student must maintain an overall average of 80 or higher for seven semesters in all academic subjects using the weighted class ranking system. Nominees must have participated in extracurricular activities such as cheerleading, band, U.I.L., and F.F.A. The nominees also must demonstrate leadership by serving as an officer in a school-related club/organization.

Best All Around

Nominees must come from the senior class. The student must maintain an overall average of 80 or higher in all academic subjects using the weighted class ranking system. The student must also possess and demonstrate leadership, good character, and service. Nominations will be made by a high school teacher. Each teacher shall nominate one boy and one girl. Faculty votes will be counted, and the three girls and three boys receiving the most votes are then placed on the student ballot to be voted on by the students. A run-off will be held only in case of a tie.

Superintendent's Award

Nominees will be made from the senior class by campus administration and counselors. This award may be presented to a student who throughout his/her high school career has managed to excel despite extreme challenges.

Most Talented Fine arts/Performing

Nominations will come from all classes (9, 10, 11, & 12). The student must maintain an overall average of 80 or higher in all academic subjects using the weighted class ranking system. Since talent is defined as a specific natural or acquired ability, each student nominated must have skill in the performing arts (drama, speech, dance, music, band, singing, etc.) or the fine arts, (painting, drawing, sculpting). The student nominated must have performed his/her talent publicly or had his/her work displayed publicly.

Most Athletic

Nominees will come from those who have lettered in at least one varsity sport. The student must maintain an overall average of 80 or higher in all academic subjects using the weighted class ranking system. Nominations will come from the student body. Consideration should be given to those who received District honors.

Friendliest

Orange Grove ISD Student Handbook

Nominees may come from all classes (9, 10, 11, 12). The student must maintain an overall average of 80 or higher in all academic subjects using the weighted class ranking system. Friendly indicates that the person nominated should be cheerful, polite, courteous, and helpful to students, faculty and guests alike. Nominations will come from the student body.

Most Likely to Succeed

Nominees must come from the senior class. The student must maintain an overall average of 80 or higher in all academic subjects using the weighted class ranking system. Ambition is defined as a person who seeks after a high position or great honors. Students nominated should display determination and continued effort in achieving his/her personal goals. Nominations will be made by the high school faculty. Each teacher shall nominate one boy and one girl. Faculty votes will be counted, and the three girls and three boys receiving the most votes cast are then placed on the student ballot to be voted on by the students. A run-off will be held only in case of ties.

Most Dependable

Nominees may come from any class (9, 10, 11, 12). The student must maintain an overall average of 80 or higher in all academic subjects using the weighted class ranking system. Dependable is defined as one who is trustworthy, reliable, and supportive. Nominees must display continuous dependability in all instances. Service to school, extracurricular functions, community and class should be considered. Nominations will be made by the high school faculty. Each teacher shall nominate one boy and one girl. Faculty votes will be counted and the three girls and the three boys receiving the most votes are then placed on the student ballot to be voted on by the students. A run-off will be held only in case of ties.

Class Favorites

Class favorites will come from each grade level (9,10,11,12). The student must maintain an overall average of 80+ in all academic subjects using the weighted class ranking system.

Student Council

Each class elects two students representing both sexes as representatives to the student council. The student council is an organization made up of student representatives to assist the administration and the teachers in solving the many problems of school life, maintaining a high school morale, and to give the students the opportunity and experience in democratic leadership. Each student on the council must have and maintain a 70 average in each class in progress. The presidents of school clubs and organizations are automatic members of the student council.

National Honor Society

Membership is composed of students demonstrating high standards equally in scholarship (GPA 90 or above), service, leadership, and character. Standards are stated in the organization's national charter. Candidates will be nominated by the faculty and the faculty committee will make the final selection. Absenteeism, discipline slips, and dishonesty are but some of the areas that may prevent membership. Behavior contrary to the National Honor Society Orange Grove Chapter Bylaws such as violation of criminal law or school regulations will result in immediate dismissal of the student without warning or probation. These violations include, but are not limited to, DWI, stealing, destruction of property, cheating, truancy, or possession, selling, or being under the influence of drugs or alcohol at school or school related activities. Further information is available in the National Honor Society Orange Grove Chapter Bylaws or upon request.

Drama Club

This is an organization for students interested in drama. Prospective members must be enrolled in a Theatre Arts course and/or participate in UIL One Act Play to be a member of this organization.

Orange Grove ISD Student Handbook

FFA

The National FFA organization is a driving force of developing leadership in today's youth. Active participation in public speaking, skills contests, chapter meetings, committees and community projects provide FFA members with opportunities to develop personal leadership skills. The organization motivates young people to make positive contributions to their homes, schools, communities, and country. Officers for the chapter are elected at the beginning of the year and consist of dedicated, hardworking members who meet chapter qualifications.

FCCLA

The Family, Career and Community Leaders of America is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and social issues through the Family and Consumer Sciences classes. Chapter officers are elected at the beginning of the school year.

Academic Club

The academic club encourages high academic achievement and participation in academic contests. Membership is open to students who strive for academic excellence by being on the honor roll or competing in academic contests. Officers for the club are elected in the spring for the following school year.

Book Club

The book club is sponsored by the librarian. It is an organization designed to promote reading as a leisure activity in both the school and community. Books are selected for reading, read, and then discussed. The club meets on Mondays, Wednesdays and Fridays. Officers for the club are elected in the spring for the following school year.

Math Club

The purpose of the organization is to promote scholarship in, enjoyment and understanding of mathematics among high school students. Membership requires that a student must have completed two college bound math courses with a 90 average in each.

Spanish Club

Prospective members must be, or must have been, enrolled in a Spanish course to be a member of this organization. The officers are elected by the members

Technology Club

The purpose of this organization is to provide a forum for members to discuss, explore, and experiment with various forms of technology. The club is open to all high school students.

Cheerleaders and Mascot

Cheerleaders and Mascot will adhere to the Orange Grove High School Cheerleader/Mascot Constitution. Newly selected cheerleaders/mascot are subject to the provisions of the constitution immediately upon their selection to the squad through the conclusion of the following school year. Any and all strikes earned during the spring semester of the election school year will carry over to the fall and spring semesters of the following school year. A squad member is expected to be a disciplined athlete who is a model to others at all times, in our school and community. With this position comes a great deal of responsibility, good work ethic, and a spirit of cooperation with parents, coaches, other cheerleaders, students and teachers. Every squad member will be held to these high standards in our school and community. The sponsor will determine all consequences based on the discipline process outlined in the cheerleading/mascot constitution and the OGHS Code of Conduct.

Orange Grove ISD Student Handbook

Special Activity Regulations

Class dues of \$15.00 must be paid in order for students to participate in class activities such as, campus organizations and the prom. To be nominated for any office or honor class dues must be current.

Junior/Senior Prom

1. The prom will be for junior and senior students. No guest other than dates of juniors and seniors, sponsors, parent sponsors, and school administration and their spouses will be allowed. All prom guests must be enrolled in high school or no more than one year removed. Each student will be responsible for the conduct of his or her guest. Exceptions must be approved by the principal one week prior to the event.
2. The location for the prom must be approved by the principal.
3. The cost for the guest of a current junior or senior shall not exceed \$50.00.
4. Prom must conclude at 11:00 p.m.
5. Students will not be allowed to return to the prom after leaving.
6. Faculty sponsors must be present to supervise all decorating.
7. All other rules and regulations covering school activities are understood to be part of these rules and regulations. Guests will follow the Student Code of Conduct.
8. Dress for the Prom is formal.
9. Class dues must be paid for each year enrolled in Orange Grove High School.
10. Students who are presently in DAEP are not eligible to participate.

Bullying (All Grade Levels)

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the 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 in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application

Orange Grove ISD Student Handbook

- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by going to www.ogisd.net under the student tab and click on the Report a Bully button. The form will open and the student may anonymously fill out the form and submit the report.

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

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

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

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

Orange Grove ISD Student Handbook

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 15.]

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

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

[See **Safety Transfers/Assignments** on page 15, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 49, **Hazing** on page 72, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

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

- Agriculture, Food and Natural Resources.
- Information Technology.
- Hospitality and Tourism.
- Education and Training

Admission to these programs is based on student interest and career planning activities.

District policy prohibits discrimination 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.

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

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

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

[See **Nondiscrimination Statement** on page 85 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

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

Orange Grove ISD Student Handbook

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

Class time will not be used to eat breakfast or lunch, for parties, and/or non-educational activities. Teacher initiated educational incentives sometimes will include foods and snacks and may be consumed in the classroom with the approval of the principal. No other foods or snacks will be allowed inside the classroom or hallways. The school concession area is designated for the consumption of snacks.

Primary and Elementary: OGISD limits the number of parties during school time. Room mothers/fathers and classroom teachers will coordinate the parties. Students are not allowed to distribute birthday invitations during the school day. Parents, other relatives and friends are discouraged from making arrangements for deliveries of flowers, balloons and other such gifts. No homemade food items allowed. All food must be prepackaged and sealed.

[See **Food Allergies** on page 79.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.ogisd.net or at this link [District Improvement Plan](#). Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- 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; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

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** on page 49.]

Warning Signs of Trafficking

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

Orange Grove ISD Student Handbook

Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 6.]

Orange Grove ISD Student Handbook

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

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

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

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

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit. Rank in class is reported numerically for all students at the end of the first semester and the end of each school year.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below. Student rank and grade point average are calculated numerically based on all semester grades earned from the 9th grade through the end of the third nine weeks of the year for graduation purposes.

Orange Grove ISD Student Handbook

College credit/dual credit courses that are taken at the Orange Grove High School campus will be utilized to calculate graduation class rank. College credit/dual credit courses that are taken outside of the OGHS campus (for example at Coastal Bend College or on-line college courses) will also be utilized to calculate graduation class rank except for courses taken during the spring semester of the senior year. However, classes taken outside of the high school campus (spring semester of senior year) will be averaged into final rankings after the graduation ceremony. As a result, there is a possibility that final rankings could change after graduation.

Early graduates eligible for academic honors or awards at graduation must file a "Declaration of Intent to Graduate Early" form with the high school counselor no later than the last day of instruction of the student's fifth semester. The Declaration of Intent must include a parent or guardian's signature granting permission for the student to graduate early. Students failing to complete the form in a timely manner will be permitted to graduate early, but will forfeit any academic honors or awards that would have been bestowed at graduation. Students eligible to "Graduate Early" must have earned at least one endorsement.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in an assigned remediation or tutoring course, any local credit course, or through credit by examination, with or without prior instruction.

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Advanced, Specified, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Advanced

- Eligible Advanced Placement (AP), dual credit, and honors courses shall be categorized and weighted as Advanced courses.

Specified

- Anatomy and Physiology and Earth and Space courses shall be categorized and weighted as Specified courses.

Regular

- All other eligible courses shall be categorized and weighted as Regular courses.

Weighted Numerical, Grade, Average

The District shall assign weights to semester grades, including failing grades, earned in eligible courses and calculate a weighted numerical grade average in accordance with the following:

Category	Weight
Advanced	Plus 10 points
Specified Classes	Plus 5 points

Orange Grove ISD Student Handbook

Category	Weight
Regular	Plus 0

The District shall record unweighted numerical grades on student transcripts.

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if a similar course is offered to the same class of students in the District.

Weighted Courses

2021-2022 Juniors/Seniors

- Dual Credit courses will not be weighted a plus ten (10) points per semester unless the course is offered as a PAP/AP/Dual Credit course at O.G.H.S. during the regular school day (periods 1st through 8th). These are the only classes that will be added to GPA. All other classes taken at CBC (or any other institute of higher learning) will be put on their transcript as credit only with the exception of Speech, BCIS, and Art which will be given credit and adding the grade they received to GPA but will not receive an extra 10 points since we don't offer the PAP version of these classes at O.G.H.S.
- If you want to take a Dual Credit class in place of a PAP class at Orange Grove High School, the class that was taken 1st will be added to GPA and given credit- If you decide to take the class over for a better grade or if you want to take the PAP version of the same class at OGHS for a better grade, you will still receive the grade and credit from the 1st class that was taken.
 - EXAMPLE- If you take the Dual Credit U.S History class the summer before your sophomore year, and then you take the PAP U. S. History class your junior year, we will award you the credit and the grade from the D.C. U.S. History class since that class was taken 1st. The same scenario goes for D.C. Art and D.C. BCIS. A student will not be able to substitute a better grade if they take a regular Art class at O.G.H.S. We will award credit and the grade from the 1st class taken.

Dual Credit 2021-2022 Freshman/Sophomores

Beginning with the 2021-2022 Sophomore class, the following criteria will be followed for all dual credit courses offered at Orange Grove High School.

1. The maximum dual credit hours calculated for class rank/GPA is the FIRST 30 credit hours taken.

Orange Grove ISD Student Handbook

Sophomore	Spring
Junior	Summer, Fall, Spring
Senior	Summer, Fall

- Students are encouraged to take all eligible college courses during the school year on the OGHS campus in the new dual credit lab.

All Eligible Dual Credit, "Advanced Courses," earning 10 points are included in the table below.

Eligible "Advanced" Dual Credit Courses (earn 10 points in GPA calculation)

College Course	High School Equivalent Course	Online or In-person
SPCH 1311/1315	N/A	Online (OG Dual Credit Lab)
*ENG 1301	English 3, semester 1, .5 credits	In-person (OG)
*ENG 1302	English 3, semester 2, .5 credits	In-person (OG)
*ENG 2322	English 4, semester 1, .5 credits	In-person (OG)
*ENG 2323	English 4, semester 2, .5 credits	In-person (OG)
PSYC 2301	N/A	Online (OG Dual Credit Lab)
SOCI 1301	N/A	Online (OG Dual Credit Lab)
GOVT 2305	Government, .5 credits	Online (OG Dual Credit Lab)
GOVT 2306	Government, .5 credit	Online (OG Dual Credit Lab)
ECO 2301	Economics, .5 credits	Online (OG Dual Credit Lab)
MATH 1314 (College Algebra)	N/A	Online (OG Dual Credit Lab)
MATH (your choice)	N/A	Online (OG Dual Credit Lab)
BCIS 1305	Computer Science, 1 credit	Online (OG Dual Credit Lab)
Art 1301	Art, 1 credit	Online (OG Dual Credit Lab)
SPAN 2311	Spanish 3, semester 1, .5 credits	In-person (OG)/or online
SPAN 2312	Spanish 3, semester 2, .5 credits	In-person (OG)/or online

**Can only take these classes at O.G. High School for extra points.*

Orange Grove ISD Student Handbook

OGHS Dual Credit Lab

Beginning with the 2021-2022 school year, OGHS will offer a full dual credit lab for online courses. The lab will be monitored by a certified teacher who will act as a facilitator for the online courses. The facilitator will monitor student grades and assignments and proctor all assessments.

*****Only the first 30 hours count for Dual Credit points*****

We do encourage students to take more dual credit courses to utilize our new dual credit lab and also help with cost effectiveness for future college courses after high school.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the third nine-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been enrolled in the District high school for two school years;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with the distinguished level of achievement.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian:

1. Count the number of Advanced courses taken by each student involved in the tie.
2. Calculate a weighted numerical grade average using only eligible grades in Advanced courses taken by each student involved in the tie.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[See policy EIC for more information.]

Orange Grove ISD Student Handbook

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for Seniors who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes** on page 92 for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program on page 76; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 37 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 64 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 16 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;

Orange Grove ISD Student Handbook

- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Coastal Bend College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

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

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

Communications—Automated (All Grade Levels)

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 situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 91 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless 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 page 91 for information regarding contact with parents during an emergency.]

Telephone Usage/Messages

Students will be granted permission to use the telephone in the principal's office for emergency phone calls only. Students will not be allowed to receive telephone calls at school, but the parent/guardian may leave messages, which will be delivered, to the student. **Please call the school office with any messages as early as possible. It is difficult to get messages**

Orange Grove ISD Student Handbook

received after 2:00 pm. to students and we cannot assure that messages received after this time will be delivered.

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.ogisd.net. The complaint forms can be accessed *online* at [Complaint Forms](#) or at the principal's or superintendent's office.

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

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

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

Conduct (All Grade Levels)

Applicability of School Rules

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

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

Campus Behavior Coordinator

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

Gil Salazar, OGHS Principal

PO Box 534, Orange Grove, TX 78372

gsalazar@ogisd.net

361-384-2330

Sarah Boyle, OG Elementary Principal

PO Box 534, Orange Grove, TX 78372

Paul Mathis, OGJH Principal

PO Box 534, Orange Grove, TX 78372

pmathis@ogisd.net

361-384-2323

Lyn Perez, OG Primary Principal

PO Box 534, Orange Grove, TX 78372

Orange Grove ISD Student Handbook

sboyle@ogisd.net

361-384-9398

lperez@ogisd.net

361-384-2316

Deliveries

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

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; 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 is also considered a disruption.

Social Events

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

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

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

Orange Grove ISD Student Handbook

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;

Orange Grove ISD Student Handbook

- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

[See Scholarships and Grants on page 81]

Personal Counseling (All Grade Levels)

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

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

[See **Mental Health Support** on page 75, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 35 and **Dating Violence** on page 49.]

Course Credit (Secondary Grade Levels Only)

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

A grade earned in an Edgenuity class to replace a failing semester grade will be no higher than a 70 for the student's final grade for that semester. This new semester grade will be averaged with the first/second semester average to calculate the student's final grade for that class. If the particular course is offered in the A+ Recovery classroom, the student will need to retake the failing semester. Students cannot begin a course in A+ Recovery until a semester has been failed.

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

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

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

Orange Grove ISD Student Handbook

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

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

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

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

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

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

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

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

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

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel. Scores must be at or above the 90th percentile for first grade placement.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Orange Grove ISD Student Handbook

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (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)

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

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures, on page 62.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;

Orange Grove ISD Student Handbook

- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

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

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

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/childsupport/papa/session%2010/recognizing-relationship-violenceen.pdf>)
- The CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>)

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

Orange Grove ISD Student Handbook

Sexual Harassment and Gender-Based Harassment

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

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

- 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

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

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

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

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, 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) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Orange Grove ISD Student Handbook

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 32]

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

Investigation of Report

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

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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 was not unlawful.

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 49.]

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 TXVSN.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal 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.

Orange Grove ISD Student Handbook

[See **Remote Instruction** on page 90.]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 60.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

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

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

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

School Materials

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

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

Nonschool Materials

From Students

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

The *campus principal* has designated the campus office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

Orange Grove ISD Student Handbook

materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

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

The superintendent has designated the district administrative office as the location for approved nonschool materials to be placed for 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 policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

Dress and Grooming (All Grade Levels)

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

It is recognized in the OGISD that cleanliness, personal appearance, and proper dress habits are important in determining the pattern of school and social conduct and that there is a direct correlation between student appearance, attitude, and behavior. The appearance of students at school is a responsibility which rests primarily with parents. The school becomes involved in that responsibility when the total appearance of the student body, or of individuals within the student body, affect directly the attitude, safety, health, behavior, and learning environment with the school. The administration and staff of all schools are delegated the authority to administer the standards of proper student grooming. The athletic department may utilize and require higher standards for participation. See the OGISD Athletic Handbook for further reference.

Policy Details for Student's Dress will be:

1. Student appearance will be judged by neatness, cleanliness, and appropriateness.
2. No mode of dress or physical appearance that would hinder the optimum learning situation for the student body will be allowed.
3. No mode of dress or physical appearance that would be detrimental to school discipline will be allowed.

Orange Grove ISD Student Handbook

4. No mode of dress or physical appearance leading to disruptive activities will be allowed. Clothing containing obscene slogans, gang-related identifying emblems or symbols, advertisements for tobacco, alcoholic beverages, gruesome blood, drug paraphernalia, weapons, or sexual innuendoes will not be allowed. Any article deemed inappropriate by the administration may not be worn.
5. Special dress and appearance Code of Conducts may be approved for special cases involving field days or special events, special cases involving the use of machinery and tools, and also for participating in any extracurricular or community activities, such as athletics, speech, etc.
6. Other than the special provisions mentioned above, the following list applies to all students during school and at school activities. Students who violate dress and grooming standards established by the District will be required to correct the infraction and may be placed in In School Suspension (ISS) or receive other consequences deemed appropriate by the administration.

Clothing

- 1) Pants or shorts will be appropriately sized and worn at a natural waistline (no sagging or bagging). Cotton sweat pants, biker or spandex shorts, breakaway pants, wind shorts, joggers, wind pants, athletic shorts (with or without pockets), and cutoffs **will not** be allowed. Hems of shorts, skorts, 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, and pants are considered part of the hemline and must not exceed the 2 ½ inches above the kneecap. (Slits are any vertical opening 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) Tight or form fitting pants and/or garments such as tights, leggings, jeggings, and yoga pants may not be worn as pants. **Primary and Elementary students are excluded.**
- 3) **HS/JH:** Only pants such as jeans and khakis are acceptable.
- 4) Student shirts may be un-tucked if: when standing and arms extended to their side, the shirt does not extend past the top of the palm of the student's hand. Student's with a shirt tail extending past the top of the palm will be given an opportunity to change their shirt or tuck it in. Female blouses designed to be worn at or just above the beltline may be left out if no midriff is exposed, including when arms are raised. Undershirts or any type of undergarment may not be worn as outside wearing apparel.
- 5) Males: Shirts will be appropriately sized, buttoned, and with sleeves. Muscle shirts are not allowed.
- 6) Females: Shirts will be appropriately sized and buttoned. Sleeveless shirts, spaghetti straps, or halter tops, and mesh see-through tops are not allowed.
- 7) Suspenders are to be worn as designed. No oversized or undersized clothing will be allowed. No coveralls will be allowed. No thin (see-through) and/or clinging material will be allowed. No cutoff attire will be allowed.
- 8) No clothing with holes will be allowed.
- 9) All students will wear shoes that are free of taps, wheels, rollers, or any other similar devices.

Orange Grove ISD Student Handbook

Primary/Elementary: Shoes with heels higher than 1" will not be allowed. Students should come to school dressed appropriately for P.E. and recess every day, including shoes and clothing. Flip flops and open toe shoes are highly discouraged.

- 10) Coats, jackets, and protective weather garments shall be worn as appropriate to the environment. Dusters or trench coats are not allowed. **No hooded garment will be permitted inside the school building during the instructional day (Primary and Elementary students are excluded).**

Headwear

- 1) Caps or hats will not be allowed
- 2) Bandannas or head accessories are not to be worn.
- 3) Sunglasses or sunshades are not to be worn in the building.

Grooming

Hair:

- 1) Hair must be kept clean, neat, and well groomed. No distracting or extreme haircuts or hairstyles such as mohawks, carvings, spikes, tails, or faux hawk will be allowed. For boys, hair should not extend below a standard dress collar, middle of the ear, and must not extend below the eyebrow. Boys are not permitted to wear ponytails or man buns. Numbers, names, and initials in hair are not allowed.
- 2) No extreme variations or abnormal hair color will be permitted. (pink, green, blue, purple, orange, silver, etc.) No artificial extensions including feathers, tinsel, or colored strands. Two-tone hair styles are not acceptable. Natural looking highlights are acceptable.
- 3) Boys must be clean shaven. No mustaches, beards, or goatees will be allowed.
- 4) Sideburns will not extend past the bottom of the earlobe and horizontal sideburns may not advance more than 1 ½ "in width.
- 5) Eyebrows will not be carved or notched.

Accessories:

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

Make-up:

- 1) Extreme make-up will not be allowed.
- 2) Boys may not wear make-up.

Orange Grove ISD Student Handbook

- 3) **Primary/Elementary:** make-up will not be allowed for students in sixth grade or below.
- 4) No black nail polish or lipstick
- 5) **Primary/Elementary:** Artificial and acrylic nails will not be allowed.
- 6) **High School:** tattoos deemed inappropriate must be covered.
Primary/Elementary/Junior High: ALL tattoos must be covered. Washable and temporary tattoos are not allowed at school and will be removed if worn to school.

Backpacks

- 1) **HS/JH:** 6th to 12th grade students must use a clear backpack inside our Junior High and High School campuses. Backpacks, gym bags, purses, or any bag not clear will not be allowed for use during the school day; this includes mesh bags. Students can bring athletic clothes, band gear, or other items for extracurricular activities in any bag; however, they must be locked in an assigned locker at the beginning of the day. The clear backpacks will be the only thing allowed to use to and from class.

All students are to dress appropriately and modestly for attendance at school and school functions. To avoid being sent home all students should adhere to the student dress Code of Conduct.

The final authority as to dress or grooming considered indecent, disruptive, a hindrance to learning or discipline shall be vested in the principal. If it becomes necessary, the principal or delegated school officials will counsel with individual students and their parent concerning the appearance of the student. If counseling does not produce the desired result, the principal will take whatever action deemed necessary to ensure appropriateness, health, safety, and good taste. If and when the principal takes action, it will be considered final action for the student. Appeal of the principal's decision may be filed in writing only by the parent or legal guardian of the student to the Superintendent, who will serve as the final administrative authority.

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

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

Electronic Devices and Technology Resources (All Grade Levels)

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 102.]

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

Orange Grove ISD Student Handbook

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated and sent to the office. Procedures for confiscated cellphones:

- 1st Offense: Warning and student may pick up phone at the end of the day.
- 2nd and Additional Offenses: Student may pick up phone at the end of the day from the office for a fee of \$15 for each occurrence.

Confiscated telecommunications devices that are not retrieved within 30 days by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 97 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

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

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required

Orange Grove ISD Student Handbook

to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 64 and **Standardized Testing** on page 99.]

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 99, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Enrollment Requirements (All Grade Levels)

All students enrolled in OGISD must:

1. Reside with a parent, grandparent or legal guardian within the boundaries of the District or be an accepted transfer student or, if the student doesn't reside in the District, at least one parent must reside within the boundaries. Schools will require parent or legal guardian cooperation for verification of residency
2. Provide a current health record containing all immunizations required by the state (to claim an exemption for health reasons or reasons of conscience a parent must obtain and complete an affidavit provided by Texas Department of Health)

Orange Grove ISD Student Handbook

3. Submit a previous academic record to verify grade placement and other possible services
4. Complete and turn in to campus officials an enrollment card containing the following: age, grade, and residence information (both physical and mailing) signed by the parent or legal guardian; lunch application form; emergency card; Home Language Survey; Migrant Education Program Survey, if applicable
5. Sign and turn in to campus officials receipts in back of handbook
6. Not be currently expelled from another school district
7. No record of expulsion or DAEP placement within the preceding year if enrolling as a student living separate or apart from his/her legal guardian
8. Have not been expelled from any school during the current semester or the last nine weeks of the previous semester if enrolling as an out of District transfer student
9. Have reached their fourth birthday on or before September 1 of the year they enroll for Pre-Kindergarten
10. Have reached their fifth birthday on or before September 1 of the year they enroll for Kindergarten
11. Submit to campus officials a birth certificate or another suitable document, such as a baptismal certificate for identification when enrolling for the first time
12. Submit to campus officials a copy of the student's social security card
13. Submit to campus officials a copy to keep on file any valid court orders if both parents do not share equal custody of the student
14. Have withdrawn from the previous school and possess the appropriate withdrawal information to present to campus officials

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

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 104.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

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

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Additional eligibility requirements are as follows:

1. Incoming 9th grade students who were promoted or placed are eligible to participate in extracurricular school activities from the beginning of the school year.
2. Sophomores, 10th graders, must have earned at least 6 credits toward graduation.

Orange Grove ISD Student Handbook

3. Juniors, 11th graders, must have earned at least 11 credits toward graduation.
4. Seniors, 12th graders, must have earned at least 18 credits toward graduation.
5. Ineligible students may regain their eligibility for the initial nine weeks grading period provided he/she has not recorded a grade lower than 70 in any course at the end of the grade reporting period.
6. A student whose grade average in any course is below 70 at the end of a nine weeks grading period shall be suspended from participation in any extracurricular activities during the succeeding six weeks period. Eligibility may be restored after the grace period (grace period is the seven days following the issuance of progress reports or report cards). A student may regain eligibility in the next nine weeks grading periods established by UIL rules if the student is passing all subjects. Students may practice during periods of ineligibility, but may not participate in the activity/contest. Exceptions include: Students who take PAP, AP, Dual Credit and Pre -Calculus classes must have an average of 60 or higher in those classes to satisfy the requirements of 'No Pass No Play'. A student may regain eligibility as established by UIL rules.
7. Students will not be allowed to participate or attend activities during an ISS placement, suspension, or when assigned to an Alternative Educational Program.
8. Athletes in grades 7 and 9 are required to have proof of a physical examination from a doctor. In grades 8, 10, 11, and 12, only a medical appraisal will be required unless items checked on the appraisal indicate a need for a physical. All new students will be required to have proof of a physical on file.
9. A half day or full day student must be in attendance not less than 4 periods the day of the activity in order to participate. Extenuating circumstances such as funerals will be considered by campus administration.
10. Eligibility for Homecoming King and Queen candidates and court will be based on the same standards for extracurricular activity participation.
11. Students with excessive absences (over 10%) the first semester may not be eligible for extracurricular activities during the second semester until hours are made up.
12. A student must be passing all classes to be eligible for election to any office in a class or organization.
13. FFA Career Development Events - The National FFA Association rules will be followed and in addition a student must be, at the time of the District, area, and state contests, be enrolled in an approved agriculture science course.
14. Students who persistently misbehave or whose infraction jeopardizes the integrity of the program may be removed from extracurricular activities.
15. Students that participate in competitive athletics must be enrolled in an appropriate athletics period unless waived by the athletic director.
16. The 'Order of Precedence' for school activities will be the following:
 - a. National competition
 - b. State competition
 - c. Regional semi-finals competition
 - d. Regional quarterfinals competition
 - e. Area competition
 - f. Bi-District competition
 - g. District competition
 - h. Local competition
 - i. Practice competition

Orange Grove ISD Student Handbook

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 27 absences not related to post-district competition. Additional absences, to a maximum of two, shall be permitted for post-district level competition or other special circumstances approved by the principal and the Superintendent. 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 be considered 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.

Orange Grove ISD Student Handbook

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- 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** on page 104.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Orange Grove ISD Student Handbook

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 49.]

Grade-Level Classification (Grades 9–12 Only)

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

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

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. Grading Guidelines can be found at www.ogisd.net under the parent tab. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 90 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;

Orange Grove ISD Student Handbook

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

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

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

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

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

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

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

[See **Standardized Testing** on page 99.]

Foundation Graduation Program

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

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

Orange Grove ISD Student Handbook

- Multidisciplinary Studies.

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

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

A **Personal Graduation Plan** will be completed for each high school student, as described on page 68.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

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

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

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

Credits Required

Parents and students should be aware of the local graduation requirements and become familiar with the requirements for a particular college(s) before choosing courses. Counselors, campus administration, or faculty members will assist parents and students at any time concerning program choice. Planning for teacher assignments, building the school's master schedule, and the acquisition of supplies and equipment for each coming year are based on the number of students choosing each course. Therefore, students may not change schedules or drop courses, except under unusual circumstances. Such requests will require parent approval and the final decision concerning the change will be the principal's responsibility. Students who plan to study engineering or science in college should have four units of mathematics and science.

The foundation graduation program requires completion of the following credits:

Orange Grove ISD Student Handbook

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement	Number of Credits: Distinguished Acknowledgement with Endorsement Top 10%
English/Language Arts	4	4	4
Mathematics	3	4	4 (Algebra II)
Science	3	4	4
Social Studies, including Gov't/Economics	3	4	4
Physical Education	1	1	1
Languages other than English	2	2	2
Fine Arts	1	1	1
Health/Interpersonal (local)	.5	.5	.5
Tech App (local)	1	1	1
Speech (local)	.5	.5	.5
Electives	3	4	4
Total	22 credits	26 credits	26 credits

Additional considerations apply in some course areas, including:

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

Orange Grove ISD Student Handbook

- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

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

The district provides opportunities for parents and students to complete and submit FAFSA or TASFA at “FAFSA/TASFA Nights” throughout the school year.

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

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

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit:

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

Personal Graduation Plans

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

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be

Orange Grove ISD Student Handbook

considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

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

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

Please review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

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

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

Orange Grove ISD Student Handbook

Graduation Activities

Graduation activities will include:

- Senior Signing
- Senior Walk
- Parent Facilitated Parent/Student Luncheon

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

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Academic graduation chords:
 - ✓ Top Ten Percent—gold
 - ✓ Top Twenty-five Percent—silver
- Graduation chords/collars for organizations:
 - ✓ Band—pink
 - ✓ Coastal Bend College Associates Degree light blue and Honors Sash
 - ✓ Eagle Scouts—red, white, and blue
 - ✓ FFA—blue and white
 - ✓ FCCLA—red and white
 - ✓ Gift of Life--red
 - ✓ Mu Alpha Theta—gold and light blue
 - ✓ NHS—collar
 - ✓ 4-H—green and white
 - ✓ Military Sash
 - ✓ CTE--Orange

Graduation Dress and Conduct

- Men: It is required that men wear trousers, socks, shoes, and a button-down dress shirt with a tie underneath an academic gown. Students must adhere to other Orange Grove ISD dress and grooming standards. Jeans and shorts, sandals and tennis shoes may not be worn. The cap is worn flat on the head. No decorations may be placed on graduation caps. Tassels are worn on the right side and shifted to the left when graduates receive their diplomas.
- Women: Women graduates are required to wear slacks, dress or skirt, and a dress blouse with shoes. Sandals and tennis shoes may not be worn. The cap is worn flat on the head. No decorations may be placed on graduation caps. Tassels are worn on the right side and shifted to the left when graduates receive their diplomas.

Orange Grove ISD Student Handbook

Graduation Speakers

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

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

Students selected for speaking parts at graduation will be according to class rank:

- Valedictory address—ranked #1
- Salutatory address—ranked #2
- Welcome—ranked #3
- Invocation—ranked #4
- Benediction—ranked #5
- Pledge—ranked #6

Commencement addresses must have administrative approval one week prior to graduation and must be reviewed and rehearsed with school personnel.

Junior escorts/ushers for graduation will be selected from junior class students who are in good standing and according to class rank.

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

[For student speakers at other school events, see **Student Speakers** on page 101.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 63.]

Scholarships and Grants

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

See College and University Admissions and Financial Aid (All Grade Levels) on page 53 for more information.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 49.]

Orange Grove ISD Student Handbook

Hazing (All Grade Levels)

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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

[See **Bullying** on page 32 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

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

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

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

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

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

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

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

Orange Grove ISD Student Handbook

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 78.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of nits. If an active case of lice is found, the student will be sent home for treatment.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or

Orange Grove ISD Student Handbook

cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning. The student will be rechecked upon return to school.

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

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

In accordance with policy FFAC, authorized employees may administer:

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

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Orange Grove ISD Student Handbook

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if 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 health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

See [Medicine at School](#) for information for unassigned asthma medication.

See also **Food Allergies** on page 79.

Unassigned Epinephrine Auto-injectors

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

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

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

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

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

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

For additional information, see FFAC(LOCAL).

Steroids (Secondary Grade Levels Only)

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

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

Mental Health Support (All Grade Levels)

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

Orange Grove ISD Student Handbook

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.
 - *Primary Elementary: Second Steps, Social/Emotional Learning, Kelso' Choices, Conflict Management Skills*
 - *JH/HS: Targeted Assemblies*
 - *District: Annual Health Fair*

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 3 and **Consent to Provide a Mental Health Care Service** on page 3 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 46 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 80 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 80 for board-adopted policies and administrative procedures that promote student health.

Orange Grove ISD Student Handbook

Physical Activity Requirements

Elementary School

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

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Bethany Wanoreck, District RN

PO Box 534, Orange Grove, TX 78372

bwanoreck@ogisd.net

361-384-2323

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

This examination is required in the first year of middle school competition and the first and third years of high school competition.

Orange Grove ISD Student Handbook

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

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

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

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

Spinal Screening Schedule

5th Grade Girls

7th Grade Girls

8th Grade Boys

Other Examinations and Screenings (All Grade Levels)

Diabetes Screening

- Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.
- Type 2 Diabetes Screening Schedule: All students in grades 1, 3, 5, and 7.

Vision/Hearing Screenings

- Vision Hearing Screening Schedule: All students in grades PreKindergarten, Kindergarten, 1, 3, 5, and 7.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.ogisd.net on the parent tab under Health Services for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking

Orange Grove ISD Student Handbook

courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 73.]

Diabetes

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

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

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

[See **Celebrations** on page 34 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 20 and contact the school nurse for more information.]

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

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

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

Orange Grove ISD Student Handbook

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- **The district full-time nurse:**

Bethany Wanoreck, District RN

PO Box 534, Orange Grove, TX 78372

bwanoreck@ogisd.net

361-384-2323

- **The campus full-time school counselors:**

Sandy Clark or Ann Leal, OGHS Counselors

PO Box 534, Orange Grove, TX 78372

sclark@ogisd.net or aleal@ogisd.net

361-384-2330

Deborah Warren, OGJH Counselor

PO Box 534, Orange Grove, TX 78372

dwarren@ogisd.net

361-384-2323

Natalie Phillips, OG Elementary Counselor

PO Box 534, Orange Grove, TX 78372

nphillips@ogisd.net

361-384-9398

Mary Atzenhoffer, OG Primary Counselor

PO Box 534, Orange Grove, TX 78372

matzenhoffer@ogisd.net

361-384-2316

- The local public health authority, Alice Community Development which may be contacted at 361-668-7280.
- The local mental health authority, Coastal Plains, which may be contacted 888-819-5312.

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.ogisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC

Orange Grove ISD Student Handbook

- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

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

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Ashley Lowe, Director of Student Services

PO Box 534, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.ogisd.net

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Ashley Lowe, Director of Student Services

PO Box 534, Orange Grove, TX 78372

Orange Grove ISD Student Handbook

alowe@ogisd.net

361-384-2495

Homework (All Grade Levels)

Please see Grading and Reporting Guidelines at www.ogisd.net under the parent tab.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Orange Grove ISD Student Handbook

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

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

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

Orange Grove ISD Student Handbook

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

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

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

Students from another campus/grade level/classroom may not visit another campus while school is in session without the permission of the campus principals of both schools (i.e. pep rallies, parties, presentations, etc.)

During Lunch

Due to a closed campus policy, students may not leave campus for lunch.

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.

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 24.]

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

Orange Grove ISD Student Handbook

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

For more information, see Grade and Reporting Guidelines www.ogisd.net under the parent tab.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students assigned to DAEP will receive instruction in their core curriculum areas. Instruction will be provided by the DAEP facilitator. All assignments, homework, grades and grading shall be provided and maintained by the core classroom teacher. Students are expected to complete all assignments similar to, or the same as, those required of students at the home campus. Textbooks, assignments, and supplies shall accompany the student to DAEP.

Grades 9–12

Students assigned to DAEP receive work on a daily basis through Google Classroom or in paper form. If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX

Orange Grove ISD Student Handbook

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:

Ashley Lowe, Director of Student Services

PO Box 534, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

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:

Marta Salazar, Director of Curriculum and Instruction

PO Box 534, Orange Grove, TX 78372

msalazar@ogisd.net

361-384-2495

- For all other concerns regarding discrimination, see the superintendent:

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

Eddie Hesseltine, Superintendent

PO Box 534, Orange Grove, TX 78372

ehesseltine@ogisd.net

361-384-2495

Parent and Family Engagement (All Grade Levels)

Working Together

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

Orange Grove ISD Student Handbook

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 46.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office 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** on page 90.]
- Becoming a school volunteer. [See **Volunteers** on page 108 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: VIPs all levels
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:

Eddie Hesseltine, Superintendent

PO Box 534, Orange Grove, TX 78372

ehesseltine@ogisd.net

361-384-2495

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction in prevention of child abuse, family violence, dating violence, and sex trafficking and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 79 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the *third Monday* of each month at 6:30] p. m. at *the OGISD Board Room, 504 South Dibrell St, Orange Grove, TX 78372*. An agenda for a regular or special meeting is

Orange Grove ISD Student Handbook

posted no later than 72 hours before each meeting at the Central Office and online at www.ogisd.net [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

Students must request a parking permit and pay a fee of \$5.00 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year. Students are not allowed to remain in parked cars after arriving on school grounds. Students must report to the main high school building. Vehicles parked on school property are subject to reasonable searches. Reckless driving will be reported to the proper authorities. Parking on school grounds is a privilege not a right. This privilege can be revoked by campus administration at any time.

Students will not be permitted to:

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

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

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 9.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

Orange Grove ISD Student Handbook

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

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

Elementary and Middle/Junior High Grade Levels

In grades 1-5, 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 language arts/reading and mathematics, and in either science or social studies.

In grades 6-8, 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 language arts and mathematics.

If a student in grade 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will instead take the corresponding EOC assessment.

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 an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

[See **Standardized Testing** on page 99.]

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

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. 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.

For a junior high-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's

Orange Grove ISD Student Handbook

educational expectations for the student, and outline an intensive instruction program for the student. [See the school principal and policy EIF(LEGAL) for more information.] 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.

[See **Personal Graduation Plans** on page 68 for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 64.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 64 and **Standardized Testing** on page 99.]

Release of Students from School

[See **Leaving Campus** on page 83.]

Remote Instruction

The district may offer remote instruction when authorized by TEA.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

At the end of the during the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 86 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 64 and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student

Orange Grove ISD Student Handbook

electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 49.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report at www.ogisd.net.
- 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.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

Orange Grove ISD Student Handbook

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- Post alert on district webpage
- Send out alert through Blackboard connect
- Contact local news stations
- Post on OGISD Facebook page

[See **Communications-Automated, Emergency** on page 43.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 99.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Students may not change schedules or drop courses without the consent of the principal and parent. After the first two weeks of the semester, permission will be granted only in extreme cases.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Alton Goetzel, Director of Operations

PO Box 534, Orange Grove, TX 78372

agoetzel@ogisd.net

361-384-2298

Orange Grove ISD Student Handbook

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Gina Ochoa, Food and Nutrition Director

PO Box 534, Orange Grove, TX 78372

gochoa@ogisd.net

361-384-9080

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. A student may charge up to \$7.50. Once that amount has been reached, the student will receive an alternate meal of a sandwich with a carton of milk and fruit. Notices of low balances or negative balances will be sent home with the student weekly at the primary and elementary school. Students at the junior high and high schools will be reminded when they have low or negative balances.

Charging during the last month of the school year is not allowed. Any excess funds in the student's account will be carried over to the new school year.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Cafeteria regulations

1. All students must have a card with their school ID bar code or know their ID number in order to eat in the cafeteria.
2. Students will be expected to walk in an orderly manner to the cafeteria and to maintain orderly lines while waiting to be served. Students who do not proceed in an orderly manner must go to the end of the hallway/line.
3. Students are to observe proper dining room standards at the table.
4. Leave the table and the surrounding area clean and orderly.
5. Replace chairs and dispose of trash in proper containers.

Orange Grove ISD Student Handbook

6. Do not leave the cafeteria while eating food (No food is to be consumed in the halls, classroom, or on school grounds without administrative approval.)
7. The cafeteria line should be orderly and in a single file.
8. Students are responsible for keeping their own ID numbers private.
9. The cafeteria needs to have a note from a physician, on a yearly basis, for those students with food allergies.
10. Breakfast is free to all students at all campuses. Students are encouraged to start their day with breakfast at school.
11. Texas Department of Agriculture Policy states that outside food or drinks can only be provided to a student by his/her parent/guardian. Parents/guardians cannot provide outside food to students other than their own.

My School Bucks

Parents may now access their child's account in order to check balances and place money into the account.

To access these services:

1. Simply go to the District web site at www.ogisd.net;
2. Click on the Parent link;
3. Click on the MySchoolBucks.com link. From this site you will create your account and add money to your child's school meal account. Creating the account requires the student's name, ID, District staff ID number (if a school employee) and school zip Code of Conduct.
 - a. Families with more than one child in the District can process all online prepayments from the same online account;
 - b. Payments may be made through an existing PayPal account or with a major credit or debit card.
4. A fee for this service is charged by ARAMARK Food Services.

Cafeteria Procedures

Primary and Elementary Schools

- All students will sit with their class/grade level at breakfast. Students may bring a lunch from home. However, students, parents and the general public shall not bring outside food or drinks into the school cafeteria for any student other than their child.

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to

Orange Grove ISD Student Handbook

manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Alton Goetzel, Director of Operations

PO Box 534, Orange Grove, TX 78372

agoetzel@ogisd.net

361-384-2298

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

All libraries are open each school day Monday – Friday for the hours listed below.

Primary: 8:00 – 3:00

Elementary: 8:00 – 3:45

Junior High: 8:00 – 3:00

High School: 8:00 – 4:00 (Monday-Thursday), 8:00 – 3:00 (Friday)

General Collection

The library has a general classified collection including fiction and nonfiction, a modest print reference collection, and Spanish language materials. In addition, various general resources may be accessed through the library including online databases, encyclopedias, and career and medical references. The library also provides a collection of digital books available for online reading or checkout. Access information for all digital content may be obtained from library aides or the District librarian.

Loan Procedures and Regulations

Each 2nd-12th grade student is allowed to check out two books at a time. Books are checked out to the student for two weeks with renewal privileges provided there is no demand for the book. Kindergarten and first grade students are allowed to check out one book at a time for one week with renewal privileges. The OGISD libraries charge fines of five cents per day. If a student has an overdue book, check-out privileges will be withheld until the record is cleared.

Computer Use

Orange Grove ISD Student Handbook

Computers may be used by students who have completed the Student Internet Use Form.

Students who have not completed this form will not be allowed to use computers. Library staff will not be available for individual program instruction. All students and adults are required to sign in and sign out at the circulation desk in order to use the computers. Any questions or difficulties with your program should be referred to your classroom teacher. Computer games are not allowed to be used on the library computers.

Use By Classes

The library will close for two weeks prior to the end of the school to start inventory and collect materials. Please keep this in mind when planning reading, book reports, and research assignments. All teachers and students are required to follow the OGISD guidelines outlining the use of the Internet. Failure to adhere to the rules and regulations will result in loss of Internet privileges, and may result in disciplinary action. Refer to Internet Policy in Student Handbook.

Lost or Damaged Materials

Students are charged the purchase price for a lost or damaged book. If a book is paid for and returned in good condition before 90 calendar days, then a refund will be issued. The book must be returned within the same school year in which it was lost in order to merit a refund. Any books not turned in by the time inventory is completed will be considered lost. There will be no refunds after inventory is completed.

Use of Hallways during Class Time (All Grade Levels)

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

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:25 a.m.

- *OGHS- Cafeteria and Courtyard*
- *OGJH- Cafeteria*
- *OG Elementary- Outside Main Entrance*
- *OG Primary- Classroom*

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Orange Grove ISD Student Handbook

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

The District will sponsor various educational field trips and activities during the school year. Students must meet the following qualifications to attend field trips or participate in school sponsored events:

1. Consideration of school discipline record.
1. All registration ID documentation must be accounted for before participating.
2. Student must be in attendance 90% of the days that classes are offered.
3. Tardies and early pick-ups, will be taken into consideration when determining a student's eligibility for participation.
4. Student's previous discipline record will be considered in determining eligibility for attendance on field trips.
5. Students will be held accountable for their behavior while participating on field trips.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Orange Grove ISD Student Handbook

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 57 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The District requires the random drug-testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or request a permit to park a vehicle on school property.

The Superintendent shall develop regulations for the implementation of the District's random student drug-testing program that address the following:

1. Covered activities and purpose of the program;
2. Written consent and confidentiality of results;
3. Testing procedures and collection process; and
4. Applicable consequences.

A student or parent may appeal a decision made under the random drug-testing program in accordance with FNG(LOCAL). The student shall be ineligible for participation in extracurricular activities or reinstatement of parking privileges while the appeal is pending.

[See **Steroids** on page 75.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit

Orange Grove ISD Student Handbook

the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Semester Exam Program (Grades 9-12)

Students who have an 85 or higher average and no more than three absences, or those students with an 80 to an 84 average and no absences, may be exempted from a maximum of three semester exams. Students who are not exempted for semester exams are not allowed to leave school. Students who are exempted from taking a given semester exam will be allowed to leave school only with written parental permission on the provided school form by the designated deadline as established by campus administration. Student will be allowed to exempt additional semester exams if they pass corresponding portions of the STAAR test. Students may earn this privilege if they are passing the current semester and for the entire year. Students who are currently assigned to DAEP are not eligible for any type of test exemptions.

A student who is exempt from a given semester exam based on this criterion will be allowed to leave school only with written parent permission on the provided school form by the designated deadline as established by campus administration. Students will not be allowed to exempt the yearbook class during the 2nd semester.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 49.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Marta Salazar, Director of Curriculum and Instruction

PO Box 534, Orange Grove, TX 78372

msalazar@ogisd.net

361-384-3495

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary

Orange Grove ISD Student Handbook

SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances. OGHS will offer multiple opportunities to test on campus.

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
- Science in grades 5 and 8
- Social Studies in grade 8

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

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

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

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

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

Orange Grove ISD Student Handbook

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 64.]

Students in Foster Care (All Grade Levels)

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

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

Ashley Lowe

Director of Student Services

504 South Dibrell, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

[See **A Student in the Conservatorship of the State (Foster Care)** on page 16.]

Students Who are Homeless (All Grade Levels)

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

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

Ashley Lowe

Director of Student Services

504 South Dibrell, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

[See **A Student Who is Homeless** on page 16.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Graduation, assemblies, ceremonies, and extracurricular events. If a student meets the eligibility

Orange Grove ISD Student Handbook

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

[See **Graduation** on page 64 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

OGISD offers a summer school program to students determined to need remediation.

Tardies (All Grade Levels)

Primary and Elementary

Tardiness interferes with student achievement. At the Primary and Elementary levels, student tardiness falls within the scope of parental responsibility.

Students who receive three or more tardies during the nine-week grading period will be subject to the following consequence:

- 1-3 tardies: warning and teacher to parent phone call
- 4-5 tardies: recess detention
- Each additional tardy in a 9-week period: lunch detention and/or loss of privilege

Junior High and High School

Students who receive three or more tardies during the nine-week grading period will be subject to the following consequence:

- 1-3 tardies: warning and teacher/parent conference
- 4-5 tardies: after school detention
- Each additional tardy per nine-week period: Discipline Management Center

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Orange Grove ISD Student Handbook

For more information on library books and other resources students may access voluntarily, see Library (All Grade Levels) on page 104.

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

Interdistrict Transfers FDA (Local)

The Superintendent or designee is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin or language. A nonresident student shall not be permitted to attend District schools except as provided below. A nonresident student shall be any student whose principal place of residence is located outside the geographical boundaries of the District.

Any parent, guardian, or other individual lawfully authorized to act on behalf of a nonresident student desiring to transfer into the district shall file an application for transfer with the Superintendent or designee prior to or during the current school year as described below.

A resident senior student who becomes a nonresident during the course of a school year shall be permitted to continue in attendance for the remainder of the school year. Any other resident student who becomes a nonresident during the course of a semester shall be permitted to continue in attendance only for the remainder of the semester without applying and being accepted as an out-of-District transfer student.

Children of nonresident District employees shall be eligible and shall have first priority in the transfer process. Children of District employees are exempt from the factors listed below. In approving or denying transfers, the Superintendent or designee shall consider all of the following factors, consistent with federal and state law:

1. Availability of space and instructional staff
2. Student's attendance record, academic achievement, and disciplinary record;
 - a. The nonresident student's attendance record must demonstrate an overall attendance rate of at least 90 percent for the prior school year if applying for admission for the upcoming school year or for the current school year if applying during the current school year.
 - b. The nonresident student's academic achievement must demonstrate an overall average of at least a B or 80 average when all the core subject areas (English/Reading, Language Arts, Mathematics, Science, History) are averaged together for the prior school year if applying for admission for the upcoming school year or for the current school year if applying during the current school year.
 - c. The nonresident student must have a passing mark on the most recent state assessments including but not limited to the STAAR tests.
 - d. The nonresident student's disciplinary record must demonstrate good conduct as defined by OGISD for the prior school year if applying for admission for the upcoming school year or for the current school year if applying during the current school year. Any assignment to an in-school suspension program, disciplinary alternative education program, suspension, expulsion and/or felony conviction is not considered good conduct.
3. Sibling attendance in the District

Orange Grove ISD Student Handbook

4. Effect of the transfer student's attendance upon established or proposed academic programs and facilities

Transfers shall be approved for one school year, based on the requirements, available space, and instructional staff. A current transfer student's status will be either renewed or revoked at the end of the current school year by the school district. The parent or guardian of a current transfer student will not need to submit a new application at the end of each school year.

Transportation of nonresident transfer students shall be the responsibility of the parent or guardian.

Current transfer students who do not meet the following requirements shall have their transfer status revoked at the end of the school year.

1. Must demonstrate an overall attendance rate of at least 90 percent for the prior school year.
2. Maintain an overall average of at least a B or 80 average when all the core subject areas (English/Reading, Language Arts, Mathematics, Science, History) are averaged together for the prior school year; and
3. Comply with the Student Code of Conduct and maintain good conduct as defined by OGISD. Any assignment, to an in-school suspension program, disciplinary alternative program, suspension, expulsion, and/or felony conviction is not considered good conduct. Transfer students shall be subject to the same disciplinary expectations/consequences as resident students.

Any student who fails to maintain the attendance, academic, and/or conduct requirements set forth in this policy shall have his or her transfer status revoked at the end of the school year.

Written notification of any transfer revocation shall be sent to the school District of residence, in addition to the parent or legal guardian of the nonresident student.

Appeals may be made in accordance with FNG (LOCAL) and GF (LOCAL), as appropriate.

[See **Safety Transfers/Assignments** on page 15, **Bullying** on page 32, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 17, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 97.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Orange Grove ISD Student Handbook

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Transportation at 361-384-2298.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- 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 vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

Primary and Elementary School Bus Procedures

Students who ride the bus to and from school will be sent home on the bus daily if parents have not sent written notice to the child's teacher or contacted the school office at 384-2316, ext. 1200 (Primary Campus) or 384-9398, ext. 1300 (Elementary Campus). **Parents should notify the school office as early as possible or send a note to their child's teacher concerning transportation changes.**

Students will not be allowed to leave the bus once they are boarded without the appearance of the parent carrying appropriate identification. If a parent/guardian/adult is not at home when the bus arrives, a student in grades PK – 3rd grades will not be dropped off, they will be returned to school. A student in grades 4th or 5th grade may be dropped off if no one is home if parent/guardian has signed a form giving the District permission to do so. It is very important that parents/guardians make arrangements for a responsible individual be present to receive

Orange Grove ISD Student Handbook

young students so they do not have to return to the school late in the afternoon upon completion of the bus route.

Unassigned students may not ride the bus without prior approval from the transportation director. District school buses must drop a child off at their residence or may only drop a child off at a parent designated child-care facility or the residence of a grandparent of the child instead of the child's residence. A child-care facility refers to a facility licensed, certified, or registered by the Department of Family and Protective Services to provide assessment, care, training, education, custody, treatment or supervision for a child who is not related by blood, marriage, or adoption to the owner or operator of the facility for all or part of the 24-hour day, whether or not the facility is operated for profit or charges for the services it offers.

A student who exits the bus in an attempt to keep from riding as required or refuses to load the bus will be referred to the campus principal for a disciplinary referral.

Parents should also make arrangements for students who do not ride the bus to and from school. Children should not be left unattended at school after dismissal time.

Bus safety is a primary concern at all times. Therefore, balloons, flower arrangements, glass items and other distracting items will not be allowed on the bus.

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

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Verification of Residency

All parents or guardians must verify their residency within the boundaries of the school District to school officials. The following procedures will be followed in order to verify residency:

1. Parent or legal guardian's, or the person holding power of attorney for a student driver's license or other acceptable identification
2. Parent, legal guardian, or the person holding power of attorney for a student will present a copy of a utility bill that contains the name of the parent or guardian as well as their physical address. In the absence of a utility bill, a current signed lease agreement with the name of the parent or guardian and physical address will be accepted
3. If the student and parent or guardian are living with someone else and the utilities or lease agreement are in the name of the other person, then we ask both the parent/guardian as well as the person with whom they live sign a statement verifying student residency in front of a Notary Public. The person with whom the student and family is living must present their driver's license, utility bill or current signed lease agreement verifying they live within the boundaries of the school District. The parent/guardian is required to provide written evidence (current utility bill, current signed lease agreement, homeowners or renters insurance that contains their name and physical address) within 60 days of the entry date. If written evidence is not provided at that time, the District may verify residency. If residency can't be verified, the students may be withdrawn from OGISD

Orange Grove ISD Student Handbook

4. A Power of Attorney form is used for students living with someone other than the parent or legal guardian making that individual the responsible party for the student. The form must be signed in front of a Notary Public. The person holding Power of Attorney must present a driver's license and a utility bill or current signed lease agreement verifying residence in the school District

The OGISD will verify residency upon the initial enrollment of a student. Parents must report to District officials any change in residency. Once students are enrolled within the school District, we will ask the student's parent to verify residency again with District officials if there is a move to a different residence. Parents and students are expected to cooperate in any residency verification process, and refusal to do so may result in withdrawal of the student from OGISD schools. If school officials determine that the parent no longer resides in OGISD, and the student is not otherwise entitled to admission, the student is subject to administrative withdrawal by the school.

Video Cameras (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Director of Student Services, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 5.]

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 main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

Orange Grove ISD Student Handbook

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 5.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- 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 persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

During the Fall and Spring, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

Ashley Lowe

PO Box 543, Orange Grove, TX 78372

alowe@ogisd.net

361-384-2495

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Orange Grove ISD Student Handbook

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Orange Grove ISD Student Handbook

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated Learning Committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and 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 stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

Orange Grove ISD Student Handbook

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after 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 the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. 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; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

Orange Grove ISD Student Handbook

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

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

Orange Grove ISD Student Handbook

Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.ogisd.net. Below is the text of OG/SD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

Student Report

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, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Orange Grove ISD Student Handbook

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.

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

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.

Concluding the Investigation

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.

Notice to Parents

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.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

Orange Grove ISD Student Handbook

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.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

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.

Improper Conduct

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.

Confidentiality

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.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Policy FFI(LOCAL) adopted on 10/13/2017