



# Stuart Career Tech High School

Goose Creek Consolidated Independent School District



# Student/Parent Handbook 2021-2022

*Creating Tomorrow's Futures  
through Today's Learning*

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August 13, 2021

Dear Student:

Welcome to John M. Stuart Career Tech High School! We are excited that you are making SCTHS a part of your educational experience! The academic and technical skills that you will learn in our classes will prepare you for both entry-level occupations and post-secondary education upon high school graduation.

Because we strive to provide you with knowledge and skills so that you will be successful in post-secondary education and/or in your career choice, it is the intent of Stuart Career Tech and its staff to keep abreast of current trends and expectations of the workforce, both locally and globally. We implement current industry expectations, including having facilities and equipment that meet industry standards.

It is important to connect school and work. Therefore, we treat Stuart Career Tech High School as a place of business. Our instruction, activities and grading include academic and occupational workplace competencies that employers look for when hiring. The skills that students are responsible for learning and demonstrating include, but are not limited to, the following:

- Regular attendance;
- Proper workplace conduct and safety habits;
- Adherence to all rules and regulations;
- Appropriate attire, proper health/grooming habits, and required clothing and safety items; and
- Positive work attitudes. If you practice these specific skill sets along with the occupational-specific skills that you learn in the classroom, we know that you will be successful in whatever career that you choose.

Have a wonderful school year!

Sincerely,

Dr. Cap Roder  
Principal, Stuart Career Tech High School



**STUART CAREER TECH  
HIGH SCHOOL**

Ms. Monica Swift  
SCTHS Assistant Principal

# GCCISD Student Handbook Stuart Career Tech High School

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## The Mission of Stuart Career Tech High School

is to **equip** students with early college academic and career opportunities that successfully **prepare, empower,** and **propel** our graduates into a post-secondary experience and the global workforce.

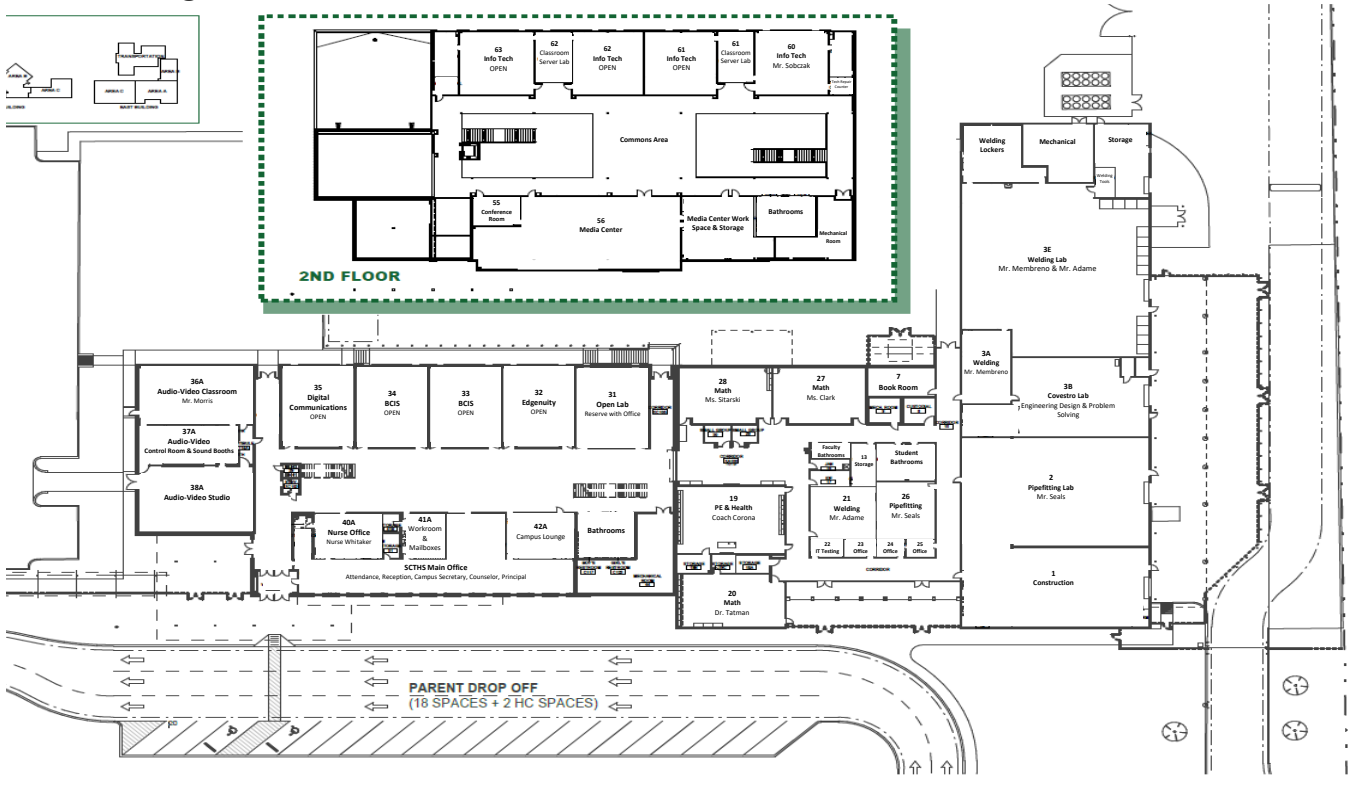
## SCTHS & SCC Faculty

|   |  |
|---|--|
| <b>Principal</b>                                      | Dr. Cap Roder                            |
| <b>Assistant Principal</b>                            | Monica Swift                             |
| <b>Guidance Counselor</b>                             | Debbie King                              |
| <b>College &amp; Career Counselor</b>                 | TBD                                      |
| <b>CTE Student Workforce Liaison</b>                  | Mike Riojas                              |
| <b>At-Risk Intervention</b>                           | Shari May                                |
| <b>SCTHS Secretary/Registrar</b>                      | Gloria Epperson                          |
| <b>CTE Secretary</b>                                  | Criss Butler                             |
| <b>Receptionist/Attendance Clerk</b>                  | Linda Gonzales                           |
| <b>Nurse</b>  | Mandi Whitaker                           |
| <b>Custodian – East Building</b>                      | Maria Esquivel                           |
| <b>Custodian – West Building</b>                      | B.J. McWilliams                          |
| <b>Cafeteria Manager</b>                              | Maria Aguilar                            |
| <b>Culinary Art, Agriculture, IFWA</b>                | Rex Miller                               |
| <b>Culinary Arts</b>                                  | Tina Andrade                             |
| <b>Culinary Arts</b>                                  | Kylie Sobczak                            |
| <b>Agriculture - Vet Assistant</b>                    | Stephanie Brock                          |
| <b>Agriculture - Floral Design &amp; Horticulture</b> | Alvaliz Jimenez                          |
| <b>Digital Communications - A/V Production</b>        | Richard Morris                           |
| <b>Info Tech - Computer Maintenance</b>               | Ian Sobczak                              |
| <b>Manufacturing – Welding</b>                        | John Membreno                            |
| <b>Manufacturing – Welding</b>                        | Abel Adame                               |
| <b>Manufacturing – Pipefitting</b>                    | Scott Seals                              |
| <b>Automotive Technology</b>                          | Bryson Jyo                               |
| <b>Automotive Technology</b>                          | Jim Ornelas                              |
| <b>Automotive - Collision Repair</b>                  | Tim McCarty                              |
| <b>English</b>  | Misty Mungroo                            |
| <b>English</b>  | Kelley Congdon                           |
| <b>English</b>  | Corliss Viator                           |
| <b>English</b>  | Imani Lee                                |
| <b>English</b>  | Leslie Cogdell                           |
| <b>Math</b>   | Mary Sitarski                            |
| <b>Math</b>   | Stacie Clark                             |
| <b>Math</b>   | Robert Tatman                            |
| <b>Science</b>  | Eliu Torres                              |
| <b>Science</b>  | Andrew Willis                            |
| <b>Science</b>  | Jesus Zepeda                             |
| <b>Social Studies</b>                                 | Karin Billings                           |
| <b>Social Studies</b>                                 | Dean Rumsey                              |
| <b>Language other than English</b>                    | Esteban Guardo                           |
| <b>Health/ Outdoor Adventure (PE)</b>                 | Ruben Corona                             |
| <b>Special Education</b>                              | Karen Espitia                            |
| <b>Special Education</b>                              | Y'kita Jones                             |
| <b>Instructional Aide</b>                             | Myeshia Jones                            |
| <b>Instructional Aide</b>                             | Shelby Ingram                            |
| <b>Communities in Schools</b>                         | Erica Ramirez                            |
| <b>Security Officer</b>                               | Jennifer Holton<br>& Karianna Lauderdale |

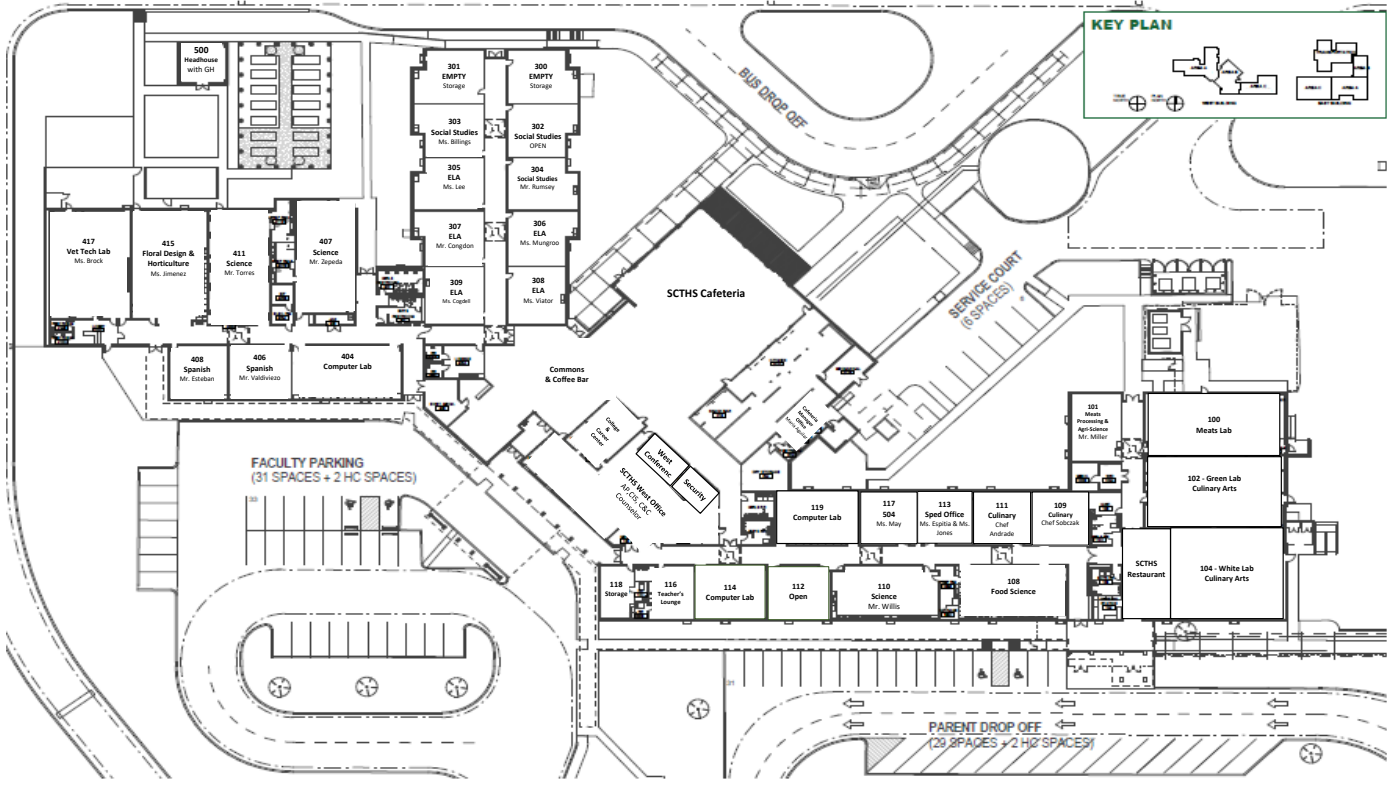


# CAMPUS MAPS

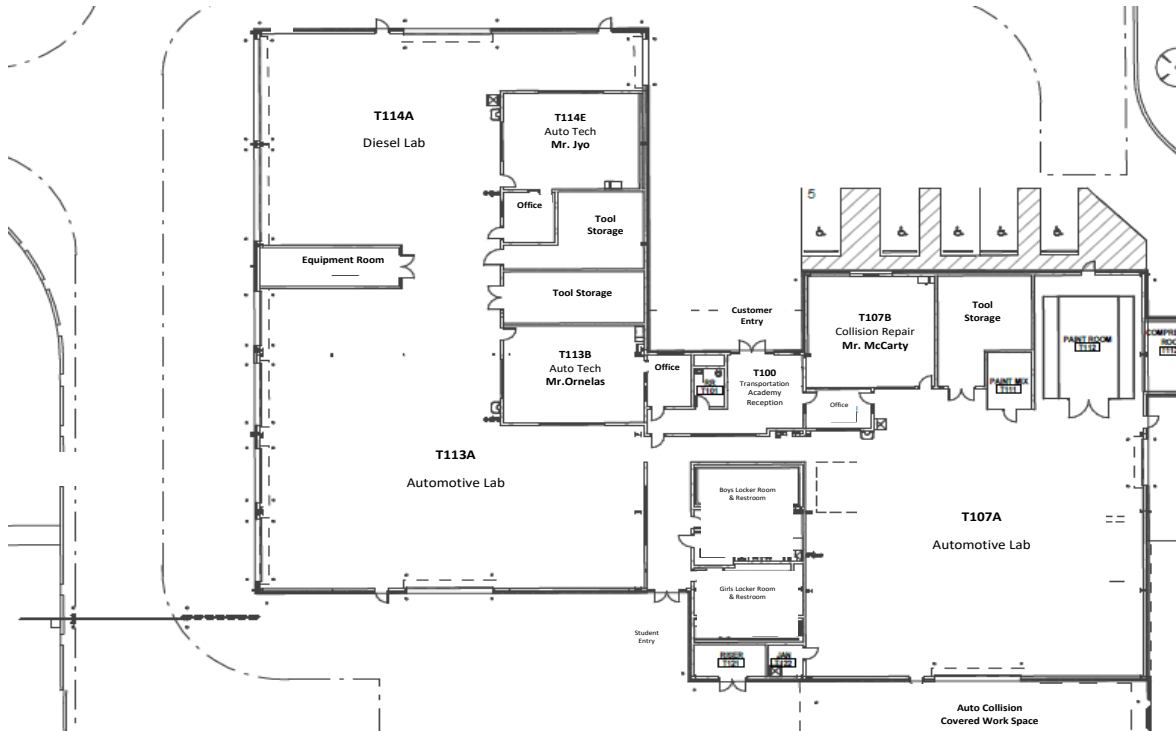
## East Building



## West Building



# Automotive Building



## Daily Bell Schedule



# STUART CAREER TECH HIGH SCHOOL

## 2021-2022

### Bell Schedules

*Bus Drop-off: 7am  
Teacher Start time: 7:10am*

| 1 <sup>st</sup> – 4 <sup>th</sup> Day Schedule                                 |  | 5 <sup>th</sup> – 8 <sup>th</sup> Day Schedule |  |                    |
|--|--|--|--|--------------------|
| 1 <sup>st</sup> Period   |  | 5 <sup>th</sup> Period                         |  | 7:25 – 9:00 (95)   |
| 2 <sup>nd</sup> Period   |  | 6 <sup>th</sup> Period                         |  | 9:05 – 10:40 (95)  |
| <b>Lunch and Titan Time</b><br>A Lunch 10:40 – 11:10<br>Advisory 11:15 – 11:45 |  | Advisory B Lunch                               |  | 10:40 – 11:45 (55) |
| 3 <sup>rd</sup> Period   |  | 7 <sup>th</sup> Period                         |  | 11:50 – 1:25 (95)  |
| 4 <sup>th</sup> Period   |  | 8 <sup>th</sup> Period                         |  | 1:30 – 2:55 (95)   |

*Student Dismissal: 2:55pm  
Teacher Dismissal: 3:25pm*



## GENERAL GUIDELINES & PROCEDURES AT SCTHS

The goal for SCTHS is to establish an environment in which students develop knowledge and skills that will prepare them for post-secondary education and the workforce. Which includes, but not limited to:

- Being on time to work
- Minimizing Distractions in the workplace
- Reducing Accidents
- Handling Behaviors in the workplace
- Dressing Appropriately for Employment Expectations

### Being on Time to Work -- Arrival and Dismissal Procedures

Students who arrive late are required to show their ID badge to main office staff to receive their tardy slip. Students who must leave campus during the school day are required to sign out in the main office in order to obtain permission to leave school. Appropriate documentation from a parent is required.

- Bus riders will be dropped off and picked up at the SCTHS bus loop at the back by the cafeteria.
- Car riders will be dropped off and picked up in the Faculty Parking lot/loop and walk under the cover to the front office.
- Entrance to the building is 6:55 am.

*SCTHS Gates will open automatically daily at 5am – 7:35am, if students are late to school, they will have to buzz in to gain access and may be required to enter through the front office and check with the attendance clerk. While exiting the gates will open automatically when a car approaches from the inside, access will require buzzing the reception desk and identifying yourself to the office.*

*Gates will automatically reopen at 2:45pm and remain open until 6pm each evening, unless for other reasons we need to close the gates sooner, depending on activities happening on the campus.*

### Bus Drop-Off & Pick-up on campus

Buses will arrive each morning and drop off in the bus loop on the north side of campus, students will immediately be able to enter the cafeteria for breakfast. Students will wait in the cafeteria until the first bell rings.

Afternoon pick-up will occur in the same location, the bus line-up each afternoon should be in the order listed below, based on distances from campus and travel time to deliver students to their homes. Questions regarding transportation should be directed to the GCCISD Transportation Department, 281-707-3826.

| SCTHS BUS LINEUP |
|------------------|
| 159              |
| 157              |
| 154              |
| 156              |
| 150              |
| 151              |
| 155              |
| 152              |
| 158              |

### Minimizing Distractions - Use of Cell Phone

District policy will be followed with all unauthorized use of electronic devices.

- In a lab, the applications on a cell phone can be a tool for getting work done, but talking and texting on cell phones during school/work hours is inappropriate and a common complaint from local employers.
- Discipline infractions by students with cell phones and other devices will be treated as disciplinary infractions and consequences.

## **Reducing Accidents - Safety in Classrooms and Labs**

The lab facilities and activities at SCTHS are designed to mimic real-world workplace environments. Safety is a major concern for employers, and therefore for SCTHS teachers. Violation of lab safety rules (horseplay etc.) could result in removal of student's lab privileges and may impact the student's grade. Severe cases may result in removal from the class completely.

## **Handling Behaviors - Disciplinary Settings**

SCTHS students will be placed in In-School Suspension on the SCTHS campus as deemed necessary by the GCCISD Student Code of Conduct. ISS will be designated by the administration for behaviors that do not reflect the expectations of the workplace. When placed in ISS, students are required to report directly to the Front office in the morning; leave their cell phone in the office to eliminate distractions; expected to complete work; will be taken to lunch at the appropriate time and will eat in the ISS room.

## **Dress Code**

District policy on ID badges/dress code and consequences will be followed. ID's need to be on and visible at all times, as this is how students gain access to buildings.

For students to learn workplace readiness skills and to meet employer expectations, each class will have a specific dress requirement. Industry expectations for dress must be followed in all classes, or students will not be allowed to participate in lab activities.

### ***Please note the following for dress code protocol in shops, labs & kitchen areas:***

- ID badge may be required to be removed while working in labs for safety reasons.
- Loose clothing, especially sagging pants, will not be compliant in any classroom, shop or lab to comply with employer expectations and safety requirements.
- Closed-toe shoes are required for admittance into any lab or shop.

## **Specific Programs Requirements**

### ***Culinary Arts and Meat Processing:***

- Harris County Health Dept. Code rules regarding hair, dress, etc.
- Slip-resistant, rubber-soled, closed-toe shoes, no heels
- No jewelry allowed

### ***Welding/Manufacturing:***

- Long sleeve cotton shirt
- Long pants
- Closed-toe leather shoes

## **College and Industry Experience Opportunities**

District guidelines and procedures will be followed. A student who does not meet workplace expectations in the classroom may be denied the opportunity to attend field trips.

## **Grading Policy**

SCTHS teachers have general expectations from GCCISD, however in our Dual Credit courses there are some obvious differences. Students need to consult their campus Syllabus for each individual class regarding grading for the course. For more details regarding the GCCISD Grading Guidelines please visit the GCCISD Website.

### **Intervention & Retention Plan**

*Purpose: To quickly identify struggling students and implement a timely, responsive individualized intervention plan that helps students maintain academic performance and achieve success in their CTE and academic coursework at SCTHS.*

SCTHS staff are in a continuous cycle of "review and intervene." Each grading period, reports and data is reviewed by the administrative team (Counselors, 504 Interventionist, CIS, Social Worker, AP, Principal) to identify areas of concern.

**Intervention for all students at all grade levels:**

Daily interventions are built into the SCTHS schedule to allow students to access any teacher for tutorials help each day, during the lunch and advisory periods. Additionally, teachers organize specific pull-out tutorials for students based on classroom data and to improve skills in specific areas. Students are invited and required to participate. If students fail to attend this invitation only event, parents are notified of the opportunity that the student is not taking advantage of.

If a student fails a grading period (3- or 6- weeks), teachers are expected to communicate concerns and deficiencies with the student’s parents or guardians, preferably over the phone or with a direct conference. The entire administrative team takes on the task of identifying, motivating, and following up with these students and those with multiple failures in different classes, to better understand causes of the failing performance and help students find solutions to improve their grades. At the end of each grading period, the counselor, CIS, and 504 coordinator manage the distribution of grade repair documents and review expectations and the process for grade improvement with students.

Depending on the circumstances, alternative grade-repair options may be developed by the teacher on a case-by-case basis so that students can regain credit for missed assignments in the previous grading period. When possible, grade changes are submitted to reflect the student mastery.

**Grade Conference Committees**, can be requested by any teacher, admin, counselor, or parent to intervene when a student is demonstrating academic struggles, usually involving multiple subjects. The typical grade conference will be comprised of:

|          |           |                   |
|----------|-----------|-------------------|
| Student  | Parents   | Administrator     |
| Teachers | Counselor | Campus SST Member |

**After a semester course is failed, at any grade level:**

**Failing a high school credit course:** If a student fails an entire semester, a conversation to discuss areas of improvement and needs is arranged with the parent/guardian through the counseling office. Students and parents will be notified of their Academic Probation and the appropriate notifications will be mailed home. At this time students are reminded of the grade averaging option if they are within the range of grades and the grades that will be required to reach the average of 70 for credit.

If Edgenuity is needed at any grade level, the conversation with the parent is focused on how much Edgenuity work can be completed while not enrolled in an Edgenuity course, with the number of college hours required and the schedule that we operate at SCTHS. Edgenuity classes are limited due to constraints in the master schedule, therefore, it is primarily a self-driven option for credit recovery where students must work during advisory, tutorials, or one-on-one with an individual teacher in that subject area, often by appointment.

A student with minimal course failures has ample opportunity to recover through Edgenuity if they commit to making those efforts. Once the student is 3+ credits behind, we start looking at timelines towards graduation and the ability to realistically finish the required courses before graduation. In some instances, the best option is to go into a structured Edgenuity class on campus, if possible. However, if the college load in the CTE areas is too overwhelming, then the student and parent may ultimately need to consider a move to the zoned high school. The change to the zoned high school has to occur at the beginning or end of a semester; mid-semester changes result in a loss of credit for the student.

**Failing a dual credit course:** College grade notifications occur on the same schedule as the high school courses, though receipt is usually the following week. Course grades are reported to the high school as Pass or Fail. We receive numerical grades for failure grades. Additionally, college course grades are always available for the student to access via the *myLEE* and the Blackboard Portal.

Additionally, when a student fails a CTE Dual Credit course, most subsequent courses are prerequisites for the next level the following semester (there are a few exceptions in Welding and IT). Therefore, failing a course during semester A can result in the removal by the college in semester B. The SCTHS staff remains vigilant and informs parents and students of this risk during parent meetings, orientations, open house, etc. Students are typically required to participate in grade conferences where this is discussed more directly. Typically, near the end of the second grading period of the semester (November and April), notices are mailed home to parents if their student is failing one of those college classes and at risk of being dropped from the college coursework in the subsequent semesters.

When a college course is failed, the counselor will coach the students through the appeals process with the college. In most instances, those appeals have been approved, and the student is allowed to continue into the next class, while retaking the failed course concurrently, if possible. However, there is no guarantee that the College will grant an appeal nor a guarantee

that the course will be available the following semester. Students are not granted second appeals after the first time requesting it.

**Student behaviors required to be reported to the college for any grade level:**

Behavior Plan (including academic dishonesty) for all grades will be discussed at a future date as well as the impact of college grades/drops. However, college adjuncts are directed to inform the college of student behaviors and experiences in the classroom. Therefore, if an SCTHS student is found to be cheating while enrolled in his/her CTE dual credit classes those infractions are reported to the appropriate Dean and Advisors at Lee College. {See Lee College Academic Policy}

**Potential Benefits of Re-enrollment to Zoned High School**

- Academically struggling students will be able to get the additional support that they need to be successful on the traditional campuses (ESOL classes, credit recovery opportunities, retaking courses, etc.). The very tight pathways for SCTHS students allows little, if any, room for students to make up failed courses in time to avoid threatening graduation with their cohort.
- Lack of opportunities to participate in a facilitated Edgenuity course while enrolled at SCTHS.
- Creating an opening/space for additional elective courses on the elective campus due to the double and triple blocked CTE courses at SCTHS.
- Each year these conferences and removals serve as a “wake up call” for some students that may not be putting in enough effort, when they notice other students no longer enrolled in the following semesters.

**Potential Negatives of Re-enrollment to Zoned High School**

- Some students really do benefit from a smaller setting that could fall through cracks on the big campus. In all instances, SCTHS staff will work with the SST and Counselor of the students zoned campus to assist in the transition.
- Students are settled into the SCTHS community/routines by the end of 10<sup>th</sup> grade and it may be difficult to transition to a new campus.
- Not all courses at SCTHS align directly to high school equivalents at the traditional high schools.
- May not align with the core values and expectations of Pathways in Technology Early College High School model.

**Academic Warning and Probation** *(as published in the Lee College 2021-2022 Catalog, available online)*

A student's academic status is determined by the Grade Point Average (GPA) accumulated at Lee College. GPA determines a student's eligibility for continuous enrollment. Individual students are responsible for their GPA, defining their academic status. At the beginning of each fall and spring term, academic status will be re-evaluated based on the student's previous semester success.

**Academic Warning:** Student did not maintain a 2.0 GPA within a given semester but has a 2.0 or above cumulative GPA.

- Hold placed on account preventing registration
- Complete a mandatory online resource workshop for hold removal

**Academic Probation:** Student did not maintain a 2.0 cumulative GPA or higher.

- Hold placed on account preventing registration - to be released once cumulative GPA of 2.0 is achieved.
- Limit enrollment to 1-2 courses that semester.
- Grade replacement course selection may be required.
- Mandatory visit with assigned Advisor/Counselor to discuss an action plan and to register for upcoming semester.
- The last week for mandatory Advisor/Counselor visit appointments is two weeks prior to the semester start. Any time after will result in flex-start courses or a semester break.

**Academic Suspension:** Student did not maintain a semester GPA of 2.0 or higher while on Academic Probation.

- Must sit out for one (1) long semester, to include summer (includes 10-week, 5-week, and mini terms).
- Continued hold placement on account preventing registration - to be released once cumulative GPA of 2.0 is achieved.
- Grade placement course selection may be required.
- Limit enrollment to 1-2 courses that semester.
- Mandatory meeting with assigned Advisor/Counselor, upon return from required semester sit out, to discuss an action plan and to register for upcoming semester.
- The last week for mandatory Advisor/Counselor visit appointments is two weeks prior to the semester start. Any time after will result in flex-start courses or a semester break.

**SCTHS Intervention & Retention Plan Summary & Outline Available in the Appendix of this Document**

## Lab Policy

Participation, safety, appropriate workplace behavior, attendance and punctuality, and cleanliness of the student's work area have been identified by local employers as workplace readiness skills that should be taught in these classes. Therefore, teachers may consider these in their grading system.

## Letterman Jacket Policy

To earn a letterman's jacket at SCTHS, students must complete one of the following:

1. Student is elected district officer (or higher) in respective Career Tech Student Organization (CTSO).
2. >3.75 GPA on 4.0 scale on the high school transcript (at end of Junior year).
3. State/regional recognition/competition in your CTSO. Requires qualification for & participation in state/regional contest.
4. 36 college hours earned/completed with a >3.4 GPA, CTE & Academic hours (at the end of Junior year). Student must produce evidence of course hour completion and GPA record.
5. >200 documented service hours by the end of junior year. Signed off on by the Academy instructors/Club advisors.

## Lunch Periods each day

Lunch is served each day in the school cafeteria and tutorials are offered at the same times. Food should not be taken, nor served in the classrooms. If a student needs to report to a tutorial they should have prior permission from both advisory teacher and tutorial teacher. Teachers have assigned lunches therefore tutorials will occur during the non-assigned lunch. If a student needs to switch lunches for the tutorial that day, it needs to be approved earlier in the day. Lunch assignments are based off the advisory/Titan Time teacher assigned to each student. See chart below:

| Teacher      | Building / Location | A Lunch   | B Lunch   |
|--------------|---------------------|-----------|-----------|
| Adame        | East                | Lunch     | Tutorials |
| Andrade      | West                | Lunch     | Tutorials |
| Billings     | West                | Tutorials | Lunch     |
| Brock        | West                | Tutorials | Lunch     |
| Clark        | East                | Lunch     | Tutorials |
| Cogdell      | West                | Tutorials | Lunch     |
| Congden      | West                | Tutorials | Lunch     |
| Corona       | East                | Lunch     | Tutorials |
| Destin-Jones | West                | Tutorials | Lunch     |
| Espitia      | West                | Tutorials | Lunch     |
| Guajardo     | West                | Tutorials | Lunch     |
| Jimenez      | West                | Tutorials | Lunch     |
| Jyo          | Auto                | Lunch     | Tutorials |
| Lee          | West                | Tutorials | Lunch     |
| May          | West                | Tutorials | Lunch     |
| McCarty      | Auto                | Lunch     | Tutorials |
| Membreno     | East                | Lunch     | Tutorials |
| Miller       | West                | Tutorials | Lunch     |
| Morris       | East                | Lunch     | Tutorials |
| Mungroo      | West                | Tutorials | Lunch     |
| Ornelas      | Auto                | Lunch     | Tutorials |
| Rumsey       | West                | Tutorials | Lunch     |
| Seals        | East                | Lunch     | Tutorials |
| Sitarski     | East                | Lunch     | Tutorials |
| Sobczak, I   | East                | Lunch     | Tutorials |
| Sobczak, K   | West                | Lunch     | Tutorials |
| Tatman       | East                | Lunch     | Tutorials |
| Torres       | West                | Tutorials | Lunch     |
| Valdiviezo   | West                | Tutorials | Lunch     |
| Zepeda       | West                | Tutorials | Lunch     |

Additionally, SCTHS is not an open campus and we do not allow students to leave campus to bring outside foods to the campus. If parents bring food to the campus, we do not deliver lunches to students. It can be left on the table outside the office and students are responsible to come pick it up. However, be aware that Texas Competitive Foods Law states that competitive foods is, "all food and beverages that are not provided by school food service are not allowed during meal periods in areas where reimbursable meals are served and consumed." More information can be found at the Texas Department of Agriculture sponsored website, <https://squaremeals.org/>.

### **Parking Regulations**

Students who drive themselves to and from SCTHS must obtain a permit from the office and properly display the permit. **Proof of license and insurance is required.** Students may only park in the designated parking areas. The campus is not responsible for lost or theft of property in parking lot.

### **HABITUAL TARDINESS WILL RESULT IN LOSS OF DRIVING PRIVILEGES.**

1. Parking Permits
  - a. To obtain a permit, the student must show a driver's license and proof of insurance and fill out the appropriate form. Parking Permit forms can be purchased in the Assistant Principal's office.
  - b. Initial permits are \$2. A lost parking permit can be replaced for a \$5 fee.
  - c. Permits must be used only on the vehicle that is registered to that permit. Each vehicle must have a valid permit registered for that vehicle. Permits cannot be switched among vehicles.
  - d. The parking permit may be revoked or other penalties administered if any rules are broken.
  - e. Students with cars without parking permits will be dealt with by campus administration. Parents may be required to come and pick up vehicle.
  - f. Permits are to be displayed on front window.
2. Student Parking
  - a. Student parking will be in the parking lot, on the north side of the campus, following signs.
  - b. Students will not be permitted to sit in cars after parking.
  - c. Students are not to congregate in the parking areas.
  - d. Vehicles are subject to canine drug checks.
  - e. Students must have a permit from the Principal/Assistant Principal office to go to their vehicle during the school day.
  - f. Cars may not display symbols that fail to comply with Goose Creek dress code or other policies (i.e., tobacco, alcohol, sexual innuendo, etc.).
3. Traffic Regulations
  - a. Practice safe driving; observe the 5-mph speed limit.
  - b. Observe the city speed limit near the campus at all times.
  - c. Drive carefully.
  - d. Park where car will not block another car or driveway.
  - e. Do not do burn outs.
  - f. Do not park or drive on grass.
  - g. Do not make excessive noise/loud music.
  - h. Do not park in handicapped zone unless you have the proper identification permit for this zone.
  - i. No parking in front of the school or any place on YMCA Dr.
4. Violation/Possible Consequences of Traffic Regulations
  - a. Warning
  - b. Parent conference/phone call
  - c. Ticket
  - d. Violation sticker on vehicle
  - e. Two-hour detention
  - f. Conduct report (1<sup>st</sup> offense)
  - g. Conduct Report (2<sup>nd</sup> offense)/ISS
  - h. Revocation of parking privileges (3<sup>rd</sup> offense)
  - i. Vehicle may be booted
  - j. Other disciplinary action as disclosed by the GCCISD Code of Conduct

**STUDENTS WITHOUT DRIVER'S LICENSE OR PROOF OF INSURANCE WILL NOT BE ALLOWED TO DRIVE TO OR FROM CAMPUS.**

**PARTICIPATING IN GCCISD CAMPUS UIL ACTIVITIES at Zoned High School**

SCTHS students are permitted to participate in UIL Athletics or UIL Academic teams, only at the campus that they are zoned to attend, therefore if you live in the feeder-pattern of GCM that is the only campus you can participate with.

SCTHS students are not able to participate in the classes that are held during the day, but are able to join the afterschool activities, practices, and games. The student will remain eligible as long as all of the SCTHS grades are maintained to not lose college nor high school credits.

Students are responsible to reach out to the appropriate coaches and to arrange their own transportation from campus each afternoon to the appropriate high school campus for the activities.

**SCHOOL-SPONSORED STUDENT ORGANIZATIONS (CLUBS)**

Participation in Career and Technical Student Organizations (CTSOs) is very important for students' leadership and technical skill development. CTSOs provide a unique program of career and leadership development, motivation and recognition exclusively for students enrolled in career and technical programs.

Career and Technical Student Organizations are extremely effective as "instructional tools" when used properly by trained career and technical educators. CTSO activities:

- Provide instructional strategies used to develop, improve and expand occupational competencies related to a particular career and technical subject matter;
- Are an extension of the classroom/laboratory instructional program which enriches and enhances classroom/laboratory learning;
- Present organized activities for students to gain personal and leadership skills, making them more employable, preparing them to become productive citizens, and assisting them in assuming positive roles in the home and community;

Provide opportunities for competition in leadership, career development activities and technical skills.

**Student Support & Helplines**

High school can bring changes in emotions and can reach an overwhelming level if not kept in control. When those moments happen, students have help on campus and outside of campus. Your guidance counselor, college-and-career counselor, Community-In-Schools Counselor, and Student Behavioral Interventionist (one day per week); not to mention administrators and teachers that want to help too. If none of those are accessible, these Helplines are available to you:

Helplines for students in urgent social-emotional struggles:

**Crisis Text Line (Text HOME To 741741)** - Free 24/7 Confidential Crisis Counseling and Emotional Support Available:  
**National Suicide Prevention Lifeline (1-800-273-TALK) (8255)**

**Student Organizations & Competitions**

SkillsUSA teaches the importance of developing leadership skills, positive attitudes and pride in workmanship. Texas SkillsUSA students associate schoolwork with real work. Texas SkillsUSA prepares students for employment by introducing them to corporate quality culture. Texas SkillsUSA emphasizes respect for the dignity of work, high standards in trade ethics, superior workmanship, quality and safety. Students can demonstrate skills and leadership in local, state and national competition.

The following programs at Stuart Career Tech High School have SkillsUSA programs:

- Collision Repair & Refinishing
- Automotive Technology

- Culinary Arts
- Welding/Manufacturing

Students may also choose to participate in the following organizations:

|                |   |
|----------------|---|
| Culinary Arts: | HEAT – Hospitality Educators Association of Texas<br>TRA - (Texas Restaurant Association) Pro-Start<br>FCCLA – Family Career & Community Leaders of America |
| Agriculture:   | The National FFA Organization   |
| Campus Groups: | SCTHS Ambassadors<br>Interact<br>National Honor Society<br>National Technical Honor Society   |

### Tutorials at SCTHS

SCTHS Students are provided a daily opportunity for tutorials, during the Daily Titan Time and afterschool. A routine afterschool schedule will be developed and posted around campus, from 3pm – 4:15pm Monday – Thursday. A bus will be provided each afternoon if the student signs up for the bus BEFORE 12noon.

### TIPS FOR SUCCESS

#### Tips for Student Success in School and the Workplace...

- ✓ Be in attendance and be punctual for all classes.
- ✓ Be prepared and organized for class.
- ✓ Communicate with your teacher. Ask questions-someone else probably has the same question.
- ✓ Be ethical in your work. Prepare for post-secondary education and the workplace by taking pride in your work and making sure that it is your own.
- ✓ Follow SCTHS campus rules.
- ✓ Keep your personal life clean of negative influences. Most companies require drug tests and criminal background checks before hiring employees. What seems like fun at the moment can ruin a career plan.

#### Tips for Parents in Helping their Student Succeed

- ✓ Become involved on the school campus. Many committees and volunteer opportunities exist and this helps parents learn more about activities and events that would benefit their children.
- ✓ Encourage your child to do well in school and to communicate any questions or issues with his/her teacher. Never should minimum expectations be “good enough.”
- ✓ Communicate with teachers/counselor/administrators if you have any concern with regards to your child, academically or socially. It is better to be proactive to help resolve an issue in the early stage if at all possible.
- ✓ Reinforce the expectation that your child is to follow all SCTHS /GCCISD rules and regulations.

#### Tips for Making Successful Post-Secondary and Career Decisions

- ✓ Choose a career goal based upon interests. For help, visit [www.achievetexas.org](http://www.achievetexas.org) and use Naviance, an online course planning and college/career research tool provided by the district.
- ✓ Design a 4-Year Plan based upon your endorsement(s) selection and specific Program of Study.
- ✓ Research universities, community colleges and technical schools based upon the programs offered.
- ✓ Learn the entrance requirements and costs for the school.
- ✓ Consult the counseling department to learn about scholarships that are available.



The Characteristics of  
STUART CAREER TECH HIGH SCHOOL  
**LEARNERS**

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S**

**LEARN FROM MISTAKES**

**VALUATE WORK BASED ON SUCCESS CRITERIA**

**ASK QUESTIONS AND ACCEPT CHALLENGES**

**RECEIVE AND RESPOND TO FEEDBACK**

**NEVER GIVE UP**

**EFFORT MATTERS**

**REACH GOALS**

**EVALUATE WHAT I AM LEARNING**



**HELPFUL WEBSITES**

## COLLEGE & CAREER RESEARCH WEB SITES

|                                     |   |
|-------------------------------------|---|
| GCCISD Career & Technical Education | <a href="http://schools.gccisd.net/page/cte.home">http://schools.gccisd.net/page/cte.home</a> |
| Texas CTE Resource Center           | <a href="https://txcte.org">https://txcte.org</a>   |
| Labor Market Information            | <a href="http://www.lmci.state.tx.us">http://www.lmci.state.tx.us</a>                         |

## Texas Success Initiative Assessment (TSIA) Tutorials

<https://accuplacer.collegeboard.org/students/prepare-for-accuplacer/tsia-texas-success-initiative-assessment>

<https://www.mathhelp.com/tsia2-math-test-prep/>

<https://secure-media.collegeboard.org/digitalServices/pdf/accuplacer/accuplacer-texas-success-initiative-assessment-sample-questions.pdf>

## Program Descriptions

<http://schools.gccisd.net/page/jscc.home>

<http://schools.gccisd.net/page/cte.home>

## 2021-2022 GCCISD CALENDAR

<https://www.gccisd.net/page/SP.Calendars>



**FIND US ON FACEBOOK**

[John M. Stuart Career Tech Pathways in Technology Early College High School](#)

[www.txabusehotline.org](http://www.txabusehotline.org)

## STATEMENT OF EQUAL OPPORTUNITY

GCCISD offers career and technical education programs in 15 of the 16 state career clusters. Admission to these programs is based on class space availability, career interest, age appropriateness, and compliance with school district policies and procedures.

It is the policy of GCCISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of GCCISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

For information about Title IX rights, contact the Title IX Coordinator, Eloy Chapa, Asst. Superintendent of Human Resources, 4544 I-10 East, Baytown, Texas 77521; (281) 420-4800. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, Karen Coffey, Director of Intervention Programs, 4544 I-10 East, Baytown, Texas 77521; (281) 420-4800.

GCCISD ofrece programas de educación profesional y técnica en todos los 15 de los 16 grupos de carreras del estado. La admisión a estos programas se basa en el interés y la aptitud, la edad apropiada, y la disponibilidad de espacio de la clase. Es la política de GCCISD de no discriminar por motivos de raza, color, origen nacional, sexo o discapacidad en sus programas vocacionales, servicios o actividades de acuerdo al Título VI de la Ley de Derechos Civiles de 1964, según enmienda, el Título IX de las Enmiendas de Educación de 1972 y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

Es la política de GCCISD de no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad, o edad, en su empleo de acuerdo al Título VI de la Ley de Derechos Civiles de 1964, según enmienda, Título IX de las Enmiendas de Educación de 1972, la Ley de Discriminación por Edad de 1975, según enmendada, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

GCCISD tomará medidas para asegurar que la falta de conocimientos del idioma Inglés no será una barrera para la admisión y participación en todos los programas educativos y de formación profesional.

Para más información sobre sus derechos o los procedimientos de queja, póngase en contacto con, Eloy Chapa, Asst. Superintendent of Human Resources, 4544 I-10 East, Baytown, Texas 77521; (281) 420-4800 y/o el Coordinador de la Sección 504, Karen Coffey, al P.O. Box 22 Baytown, TX 281-420-4800.

## Appendix A

### SCTHS Intervention & Retention Plan Summary

*(complete explanation begins on page 6)*

- **Tier 1: During each grading period:**
  - Make-up work and retesting, per school policy
  - Targeted tutorials during Advisory (daily)
  - Phone calls, email, grade conferences to parents
- **Tier 2: After the grading period – follow-up every 3-weeks**
  - Students with multiple failing grades
  - Student Support Team (SST) meet with students, develop intervention plans, conference letter mailed
  - Grade Repair Options
  - Parent Conferences as needed
- **Grade Conferences** can be initiated & staffed by teachers, counselors, principals and/or parents
  - When a student is failing 2 or more subjects at SCTHS
  - Facilitate a single meeting for the parent, with multiple teachers

#### **After a semester course is failed, at any grade level:**

- **Student fails a high school credit course only:**
  - Notification of Academic Probation due to course failure(s)
  - Grade averaging option
  - Edgenuity, if required
    - Self-driven completion during advisory, tutorials, or limited one-on-one with teacher
    - When student is deficient by 3+ credits (Grade Conference *parent participation required*)
      - Review timelines towards graduation & ability/likelihood to graduate
      - **Consideration of other options at the beginning of next semester**

#### **Student fails any dual credit (college) course:**

- Recommendations for course drops, based on failing grades and deadlines for these drops;
- Notices mailed home if failing prior to end of semester and risk of leaving SCTHS
- Semester College grade notifications received approximately December 15<sup>th</sup> & May 15<sup>th</sup>;
- Appeal possibilities with Lee College to continue with next courses;
  - Lee College automatically drops from the courses that follow in the next semester.
  - If appeal is granted, student will be reinstated
  - NO guarantees of course offerings nor appeals being granted
- **If the appeal is not granted, student will begin the next semester at zoned high school.**

## Appendix B

### SCTHS Intervention & Retention Plan Outline

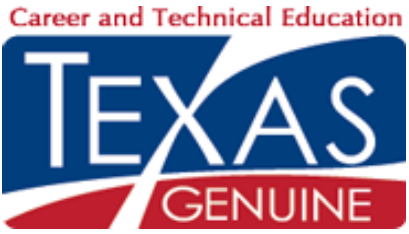
*(complete explanation begins on page 6)*

|                              |  |
|------------------------------|--|
| <b>Routine Interventions</b> | <ul style="list-style-type: none"> <li>➤ make-up work, retesting, per GCCISD policy</li> <li>➤ targeted tutorials during Lunch/Advisory (daily)</li> <li>➤ teacher phone calls, email, grade conference as needed</li> </ul> |
|------------------------------|--|

|                          |  |
|--------------------------|--|
| <b>Every Three Weeks</b> | <ul style="list-style-type: none"> <li>➤ students with multiple failures, SST intervention planning conference</li> <li>➤ Grade Repair Options</li> <li>➤ College Course drops, as recommended by Counselor &amp; College Advisor</li> <li>➤ Grade Conferences as needed: parents, students, teachers, etc.</li> </ul> |
| <b>Semester Failure</b>  | <ul style="list-style-type: none"> <li>➤ 3-, 6- &amp; 9-Week Grades available in Parent Portal</li> <li>➤ College Course Grades available to student via Student Portal with Lee College and GCCISD</li> <li>➤ Interventions not successful, deficiency letters mailed home</li> </ul>                                 |

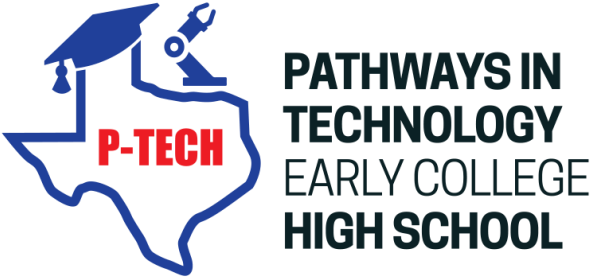
|                                  |  |
|----------------------------------|--|
| <b>High School Credit Course</b> | <ul style="list-style-type: none"> <li>• Notification of Academic Probation</li> <li>• Year-long Grade Averaging Option</li> <li>• Edgenuity</li> <li>• Review Timeline towards high school graduation and ability to graduate</li> <li>• If necessary, withdraw to zoned high school for the following semester</li> </ul>  |
| <b>College Credit Course</b>     | <ul style="list-style-type: none"> <li>• Prior to Failures, letters mailed home to those at risk of failure in the 2nd &amp; 5th grading periods</li> <li>• College Grade Notification approximately December 15th &amp; May 15th</li> <li>• Courses automatically dropped for the next semester</li> <li>• Appeal Options with Lee College to continue</li> </ul> |

|                        |  |
|------------------------|--|
| <b>Appeal Approved</b> | <ul style="list-style-type: none"> <li>• Student placed back in courses for next semester</li> <li>• Student follows through with required courses as directed by Lee College</li> </ul> |
| <b>Appeal Denied</b>   | <ul style="list-style-type: none"> <li>• Student returns to zoned high school at the beginning of the next semester</li> </ul>   |



***The Story of Mr. John M. Stuart***

An educator for 46 years, John M. Stuart served as Teacher, Principal, Director, and Deputy Superintendent in GCCISD from 1928 to 1968. Prior to GCCISD, he worked in the Huffman school district as teacher and principal. He passed away in 1971, and Stuart Career Center, now SCTHS was named after him when it opened in 1974.



# Acknowledgement Form

Please return signed form to campus

My child and I have reviewed a copy of the 2021 – 2022 Stuart Career Tech High School Student/Parent Handbook.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

## Student Information

Last: \_\_\_\_\_ First \_\_\_\_\_ Student ID: \_\_\_\_\_

Campus: \_\_\_\_\_ SCTHS \_\_\_\_\_ Grade Level: \_\_\_\_\_

Printed Parent Name: \_\_\_\_\_

Parent Signature of Receipt: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature of Receipt: \_\_\_\_\_ Date: \_\_\_\_\_