



Dilley ECHS

Handbook

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Dilley Early College High School

Mission Statement

Dilley Early College High School students will be equipped with the values, *skills*, and *confidence* to pursue the opportunity to obtain sixty college credit hours by the end of their senior year. We believe that by working with families, our higher education partners, and the community our students will be progressively prepared for success in their chosen post-secondary pursuits.

Essential Values

Value 1: DISD and DECHS are committed to serving students and underrepresented in higher education.

Value 2: DECHS is created and sustained by Dilley ISD, Southwest Texas Junior College and the community who are all jointly accountable for the student's success.

Value 3: All stakeholders jointly develop an integrated academic program so that students can earn one to two years of transferable college credit leading to college completion.

Value 4: DECHS engages all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

Value 5: All stakeholders work to create conditions that support and advocate policies that advance the early college model and mission.

Dilley Early College High School (DECHS) Background

The early College movement has gained momentum across Texas over the past decade. Early College High Schools are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools provides dual credit at no cost to students. It also offers rigorous instruction and accelerated courses. Early College High School provides academic and social support services to help students succeed and increase college readiness, and finally helps reduce barriers to college access. Dilley ISD joined this movement when partnering with Southwest Texas Junior College in 2015 to establish the first enrollment with the DECHS Class of 2019.

DECHS Student Expectations

- Commit to DECHS for the entire four year program.
- Take AP, Pre-AP, Honors, Dual Credit level coursework.
- Commit to at least two to three hours of study time per night.
- Commit to stay organized, avoid procrastination, and manage time effectively.
- Commit to a healthy lifestyle.
- Participate in all non-traditional learning experiences and assessments.
- Participate in all DECHS activities including individual assignments, group work, presentations,
- Off-campus learning, service learning, job shadowing, university visits, and travel opportunities.
- Ask for help when needed.
- Produce high quality work or rework until it is high quality.
- Maintain high academic and behavior standards at all times.
- Be a positive ambassador for the DECHS program and district.
- Commit to excellent attendance and be on time for school and for all classes.
- Comply with all DECHS , Dilley ISD, and Southwest Texas Junior College policies and procedures.
- Earn a two-year Associate's degree and transfer to a four year university.

DECHS Parent Expectations

- Support your student's educational experience in every way possible.
- Provide transportation to your student's school, library, or team group meeting on days and times that DISD schools are not in session.
- Attend all scheduled parent meetings and volunteer to help when possible.
- Ensure your student's attendance to all high school and college classes as well as off campus learning activities. Attendance is very important. Please ensure your student is in school unless he/she is ill. Routine doctor and dentist visits, family errands, etc. should be scheduled after school hours.
- Provide financial support for off-campus learning activities and recommended educational trips, and/ or support your student in fund-raising opportunities to cover these costs.
- Understand that the DECHS program is a four year commitment and does not offer a trial period.
- Provide space and time (two to three hours) daily for your student to do homework and study without other responsibilities (for example: work, chores, babysitting, etc.)
- Check your student's high school and college grades online (PARENT CONNECT and SWTJC Canvas) weekly and provide assistance if he/she is experiencing difficulty OR contact the ECHS Coordinator and Counselor for assistance.

- Make every effort to ensure that your student gets enough sleep each night.
- If you have internet access, understand your student will need to be online to do work.
- As a college student, your student will be exposed to college materials. If you have Questions about the appropriateness of certain material, please contact the ECHS Academic Dean.
- Please understand that your student will be doing more work than a traditional high school school and may have extra stress. Help is always available to you and your student.
- Show your support and understanding in a positive way. The transition to high school is challenging for any 9th grader.

DECHS Expectations

- Provide enhanced learning experiences both on and off campus.
- Provide accelerated instruction in a small school environment.
- Prepare students to start college coursework in their ninth grade year.
- Support students by developing meaningful relationships with teachers, administrators and college faculty.
- Provide quality teaching from specially trained 100% highly motivated and qualified staff.
- Provide assessments of learning in traditional and non-traditional methods.
- Provide access to an DECHS Academic Dean and Counselor.
- Conduct a program to acclimate all incoming students to the DECHS environment.
- Provide student access to college courses based on scheduled course sequence.
- Provide opportunity for students to earn an Associate's Degree or up to 60 college credits.
- Free tuition and textbook costs for college courses taken.
- Provide college and career preparation including service learning, university visits, and career tour.

Recruitment

To ensure that all Dilley ISD students are informed about the opportunities at our Early College High School at Dilley High School, we have created informational material in two languages (English and Spanish) in order to inform the population of Dilley ISD. Dilley ISD and our campus have created multiple opportunities over the course of the year to inform parents, students, and community members about the benefits and opportunities the Early College High School offers.

- Flyers in both English and Spanish are sent to the middle school campus and placed on the district website
- Visits to the middle school in the district to promote the program. Campus and district administration are on site to speak with students and parents and answer questions.
- A community night is held for all interested students and parents. Representatives from the campus, which include teachers, administration, and students are on hand to speak with and answer questions.
- An open house will be held at Dilley High School for all parents and students in order to hear more in depth information about the program and campus opportunities.
- Application workshops are held in order to help parents and students with the application process and answer questions.

Admission

Dilley Early College High School (DECHS) welcomes any student interested in earning a high school diploma and college credit hours simultaneously. As stipulated by the Texas Education Agency, DECHS shall serve, or plan to scale up to serve, students who are identified as at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) or who might not otherwise go to college. An applicant must be a Dilley ISD actively enrolled student in the 8th grade.

Application Information

Enrollment in DECHS is by application only. Application and enrollment information will be provided to students and parents at DECHS Information Sessions held at Dilley High School. Interested students may also download the application found on the DECHS website. Only complete, signed applications submitted by the deadline will be considered.

Applications may be mailed, faxed or delivered to Dilley High School, Attention: Dilley ECHS, 1575 Highway 96 North, Dilley, Texas 78017, 830-965-1814.

Application Review

The DECHS Campus Administration will review all applications, and provide consultation to students and parents regarding the commitment and performance expectations of a DECHS course.

Selection

Dilley ISD Administration determines the number of DECHS seats available each year. If the number of applicants exceeds the number of seats available, then a performance-blind, open-access weighted lottery will be conducted to select students for admission. Each applicant will be included once. Applicants identified as At-Risk of not graduating will be included an additional two times.

The lottery process shall be conducted by the High School Principal, DECHS Academic Dean, teacher representatives and held at the Dilley High School campus. Each applicant will be entered into the lottery one time. All entries will be drawn and recorded in the order in which they are drawn for placement on a Wait List. A video of the lottery process will be recorded and made part of the documentation retained according to district procedures.

Applicants not selected for Admission will be placed on a waitlist for admission consideration should a selected applicant withdraw and a seat becomes available. Students on a waitlist will participate in the Summer Bridge program to better enable them to begin ECHS should a selected student decide to withdraw from the program. Admission consideration for vacated seats ends on the first instructional day of school for whichever comes first, SWTJC or Dilley ISD.

Transfer Students

Students transferring into Dilley ISD from another ECHS designated school as enrolled and in good standing will be considered for admission.

Academic Counseling

Students meet frequently with their ECHS counselor to plan for the future. The ECHS counselor will develop individualized plans for each ECHS student according to the student's academic strengths and weaknesses.

Academic Guidelines

When enrolled in a college course, Dilley ECHS students are governed by the SWTJC Academic Policies as outlined in the SWTJC Catalog & Student Handbook. When enrolled in a High School course, DECHS students are governed by the District's policies and procedures as outlined in the DHS Student Handbook and DISD Board Policy.

Academic Probation

Dilley ECHS students are college students and therefore governed by the academic policies of SWTJC. For a detailed description of the academic policies visit the Academic Policy section of the SWTJC Catalog and Student Handbook found at www.swtjc.edu.

Notice:

Failing one or more core classes at three week progress report
(Student receives a verbal notice about grades.)

Warning:

Failing one or more dual credit classes at the end of the six weeks cycle
(Student is assigned to a mandatory tutorial contract with a parent signature.)

Probation:

At the end of any term in which the student is on Academic Warning and college GPA is still less than 2.0
(Student placed on ECHS Academic Probation Contract with parent signature.)

Suspension:

On Academic Probation and both students' overall college and his/her GPA from the just completed term fall below 2.0

Attendance

Attendance is a crucial part of success at ECHS. Students are expected to attend all high school and college classes. Students are also expected to attend all off-campus activities and any planned educational travel. If possible, personal appointments should be scheduled outside the school day.

Parent's Responsibility

Parents will be notified when unexcused absences occur. If your son/daughter is going to be absent, parents should notify the ECHS Academic Dean and send a note. Parents will be notified in cases of excessive tardiness. Students are to follow the DISD attendance policy.

Tardies

Students need to be mindful they are attending college classes. College instructors expect students to be in the classroom before the tardy bell. College instructors record attendance at the beginning of class. If the student reports to class late, a tardy pass will be required (following

DHS attendance policy) The college instructor may not consider a student who arrives late as being in attendance and may not give the student credit for the day.

Cheating and Plagiarism

Cheating and plagiarism are considered serious offenses by both Dilley ISD and Southwest Texas Junior College.

Cheating

Students must be completely honest in all phases of their work. Cheating includes, but is not limited to, the following:

- dishonesty of any kind on examinations, assignments, or program requirements;
- unauthorized possession of examinations or unapproved notes or sources at any time, whether used or not;
- copying or obtaining information from another student during an examination or performance of a lab skill or competency;
- alteration or falsification of course or academic records; and
- unauthorized entry into or presence in any office.

Academic Integrity

Documenting the use of others' work is important because it recognizes the original author's effort, establishes the student's writer's credibility, and supports the audience's future research. Plagiarism is offering the work of another as one's own, intentionally or unintentionally, without proper acknowledgment. Students who fail to give appropriate credit for ideas or material they take from another, whether a fellow student or a resource writer, are guilty of plagiarism (i.e., stealing the words or ideas of another).

The college may contract with companies or organizations that provide plagiarism-detection services. Such companies may receive students' work for the purpose of comparing the student's work with a reference database. Students enrolling at Southwest Texas Junior College agree as a condition of their enrollment that their work may be submitted to such companies (Turnitin.com) for the purpose of plagiarism detection and that the company may retain a copy of the work for plagiarism-detection purposes. Such companies will not copy, use or distribute the student's work.

Responding to Violations

The DHS Dual Credit Faculty have the responsibility to initiate disciplinary action in response to violations of the rules regarding academic honesty. The faculty member is responsible for collecting any evidence of cheating at the same time it occurs. A student may not withdraw from the course during the investigation of an incident of academic dishonesty or when

a course grade of F has been imposed. A record will be kept of any imposed penalty or disciplinary action.

Penalties

If, in the judgment of the instructor, cheating, plagiarism, or collusion has occurred, he or she may assess a penalty with a recorded reprimand:

- recommendation for suspension from the College or expulsion from a program, which is submitted to the provost; the provost's decision is final.
- failure of the course; the student may appeal the grade through the Final Grade Appeal process.
- failure of the assignment by the instructor; the instructor's decision is final.
- reduced grade on the assignment by the instructor; the instructor's decision is final.
- a reasonable penalty assessed by the instructor; the instructor's decision is final.

The instructor will notify the student of his or her decision concerning the student's grade and whether or not further disciplinary action is recommended before filing the report as indicated below. If a student will not meet with the instructor or if notification cannot take place because of a student's unavailability or incorrect contact information, the process proceeds as specified. Faculty should also communicate with their department chairs/program directors and deans regarding any violation of the college honesty code. Should the instructor recommend suspension or expulsion of the student, the Assistant President of Academic Success has the responsibility and authority to determine whether the student will be suspended or expelled.

Discipline and Dismissal from the LUPI FIDENTES chapter of the National Honorary Society for plagiarism, cheating, or academic dishonesty.

Dilley Early College High School will follow Article IV of the Lupi Fidentes By-laws and amendments of the Constitution of the National Honor Society.

Course Offerings

Dilley ISD ensures the DECHS courses listed for the Associate of Arts in Multidisciplinary Degree will be offered so that students are able to complete the graduation plan in four years. Dilley ISD does this by providing the schedule, instructors, materials, facilities, and/or transportation relating to the specific courses.

A student may desire to pursue a course pathway other than offered by DECHS. Should a student choose to take a different college course to substitute for one offered by DECHS then the student will do so under the dual credit procedures and be responsible for ensuring the course is applicable to his/her degree plan (course of study) and/or the transferability of the course.

ECHS Program Facilities

Students enrolled in DECHS have access to the same facilities as all other SWTJC facilities including the Student Center, math labs, writing labs, Counseling Center, computer labs, and Student Center. Students must be prepared to show their SWTJC ID in order to use the facility and must behave in a manner that reflects the college standards for behavior. You can attend sporting SWTJC events except for SWTJC Basketball games again you must have your SWTJC ID in order to gain admission into the event.

Exit and Withdrawal Procedure

A student enrolled in a DECHS may elect to withdraw from the program at semester end, ONLY after ALL supports have been exhausted. A student/parent conference must be held prior to exit to discuss the ramifications of leaving the program. The campus administration may elect to involuntarily exit a student after all supports have been exhausted. Prior to involuntary exit, a growth plan will be developed, a faculty mentor will be assigned, tutorials will be required, and regular student check-ins will be mandatory.

FERPA(Family Educational Rights and Privacy Act)

Parents have the right to inspect and review education records, to seek to attend education records, and to have some control over the disclosure of information from education records, however, these rights transfer to the student when the student turns 18 or attends a post-secondary institution. Parents may contact the ECHS Coordinator or Counselor at any time, but please do not attempt to contact college instructors directly. Information about FERPA and waivers are discussed in detail at ECHS parent meetings.

Grades

College instructors award letter grades for college courses. Grade reports and progress reports are not issued during the course of the semester for college courses.

At the beginning of each course, a syllabus is provided outlining content to be covered, the assignments, and how the instructor will grade. It is important for students to realize college instructors assign and grade significantly fewer lessons than the traditional high school teacher. It is the student's responsibility to monitor grades throughout the semester. Instructors will only communicate with the student about his/her grade status; therefore, parents must communicate with their student about academic progress.

A student's high school (numeric) grade for the college course will be reported on his/her high school report card at the end of each semester and on the high school transcript. The student's college (letter) grade will be reported on the student's college transcript.

Withdrawals

Withdrawal from a dual credit class are highly discouraged and will be accepted on a limited case by case basis. Students may be eligible to enroll the following semester with additional guidance and supports.

Personal Counseling

An ECHS Counselor is available on campus to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues. The ECHS Counselor is also prepared to assist students with the unique challenges they face as ECHS students.

School Calendar and Class Time

The DECHS Program will follow a schedule that facilitates the offering of college and high school courses simultaneously. For SWTJC courses taken for credit at the high school location, the instructors will follow DISD adopted calendar and bell schedule. For SWTJC courses taken for credit at the SWTJC location, the instructional calendar will follow the SWTJC instructional calendar and bell schedule. To meet the minute requirements of a college course it may be necessary for students to attend class outside the normal school hours. This is determined on a semester basis and will be communicated to the students at the beginning of each semester.

Service Learning

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service Learning is a very important component of the DECHS program and our goal is to motivate students and nurture their dreams while we instill in them the value of service. Service Learning provides a unique opportunity for students to view subject matter through a real world lens. The purpose of service learning is to learn college and career skills in a particular interest area while serving the community. It goes beyond general community service hours to focus on connecting academic and skill to community needs.

Student Code of Conduct

All DECHS students must follow the Dilley ISD and Southwest Texas Junior College Codes of Conduct.

The Dilley Student Code of Conduct may be found on the district website, www.dilleyisd.net, under About Us -Publications.

The SWTJC policy may be found at
<http://www.lit.edu/policies/Academic/GeneralPolicies.asp>

Supports and Tutorials

Avid Elective Course

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and is scheduled during the regular school day as a year-long

course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

During the ninth grade students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placements exams, while refining study skills and test taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

During the tenth grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly students will narrow down their college and careers of interest based on personal interests and goals.

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first-and second year college students. In addition to the academic focus of the AVID seminar, there are college-bound

activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first-and second year college students. Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

Tutorials

Tutorials are an integral component of ECHS. Tutorials provide an opportunity for all students to get help needed in specific content areas each week. Students should attend tutorials if they feel that they need additional assistance or homework help.

SPED instructors provide tutoring for SPED students and are available during their office hours and by appointment. The SPED Learning Lab provides other tutoring resources, both in person and online, in a variety of subject areas, on a first-come, first served basis.

Technology

Students have access to the Southwest Texas Junior College computer labs and computers in the John Gray Library on SWTJC University campus. These computers do not have the same filters as traditional high school computers. Students are allowed to bring their own technology to campus provided they have signed an acceptable use policy and assume all responsibility for the equipment. Campus personnel are not responsible for the equipment in any way and will not assume any responsibility for lost, damaged or malfunctioning equipment.

Textbooks and Materials

ECHS does not have lockers. Students are encouraged to bring backpacks to carry books and supplies needed for daily class assignments. A set of high school textbooks will be issued to students for home use. College textbooks are very expensive and will be purchased each semester as needed. Teachers will provide textbooks for class use as needed. Students should carry their binder, flash drive and planner with them at all times.

TSIA (Texas Success Initiative Assessment)

The TSI Assessment (TSIA) is part of the Texas Success Initiative program designed to help your college determine if you are ready for college-level course work in the areas of reading, writing, and mathematics. As a DECHS student, you are required to take the TSI Assessment to determine your readiness for college-level work. Based on how you perform, you may either be enrolled in a college-level course and/ or be placed in the appropriate development course or intervention to improve your skills and prepare you for success in college-level courses. Failure to pass one or more TSI exams may affect students' ability to proceed in their respective degree plans.

For more information on TSIA visit:

<http://www.collegeforalltexas.com/index.cfm?objectid=63176344-FFFA-217B-60C9A0E86629B3CA>

Early College Associate of Arts degree course pathway

Freshmen Year

<i>Fall</i>	<i>Spring</i>
EDU 1300	PSYCH 1301

Sophomore Year

<i>Fall</i>	<i>Spring</i>
COSC 1301	SPCH 1303
MUSC 1303	GOVT 2306

Junior Year

<i>Fall</i>	<i>Spring</i>
HIST 1301	HIST 1302
BIO 1308/1108	BIO 1309/1109
MATH 1314	MATH 2314
ENG 1301	ENG 1302

Senior Year

<i>Fall</i>	<i>Spring</i>
HIST 2311	HIST 2312
GOV 2305	ECON 2301
ENG 2322	ENG 2323
ELECTIVE	ELECTIVE

Welding Pathway Certification Level 1

Freshmen Year

<i>Fall</i>	<i>Spring</i>
Intro to Ag	Intro to Ag

Sophomore Year

<i>Fall</i>	<i>Spring</i>
WLDG 1323	WLDG 1421
EDU 1300	

Junior Year

<i>Fall</i>	<i>Spring</i>
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Senior Year

<i>Fall</i>	<i>Spring</i>
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WLDG 1430	WLDG 1313	WLDG 1457	WLDG 1435
WLDG 1428		WLDG 1317	WLDG 1353

Emergency Medical Technician Certification Level 1**Senior Year***Fall*

EMSP 1501

EMSP 1455

Spring

EMSP 1456

EMSP 1360

**All EMT and Welding courses may be used as electives to satisfy elective requirements for the Associates of Arts degree.