

# Wills Point Elementary Schools

## Student Handbook 2017-2018



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## **SECTION I:**

### **PREFACE**

To Students and Parents:

Welcome to 2017-2018 School Year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Wills Point Elementary Schools' Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections: Parental Rights and other important information for students and parents such as academics, school activities, school operations and requirements.

Please be aware that the term "parent," unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Wills Point ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. The Student Code of Conduct is an electronic document that can be found on the district website. If you would like to receive a paper-copy of the document, then please sign the distribution acknowledgement insert found in this student handbook.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child have questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal.

Also, please complete and return to your child's campus the following forms included in this handbook:

1. APPENDIX I: Acknowledgment of Electronic Distribution of Student Handbook
2. APPENDIX II: Student Directory Information and Release of Student Information Form
3. APPENDIX III: Three-Way School Pledge
4. APPENDIX IV: Parent Pledge
5. APPENDIX V: School Messenger
6. APPENDIX VI: Medicaid to Schools Program Notification
7. APPENDIX VII: Freedom from Bullying

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the superintendent's office.

### **MISSION STATEMENT**

We at Wills Point Elementary Schools believe that all children can learn. We will provide children with a supportive, caring environment that develops self-esteem, self-motivation, and a sense of responsibility. We will strive to provide every opportunity for maximum student achievement and to recognize and stimulate special talents in all students. We believe that education is a cooperative effort among home, school, and community.

### **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination, WPISD does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following district representatives have been designated to coordinate compliance with these legal requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Damon Davis at 903-873-5100.

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jammie Madden at 903-873-5100.

All other concerns regarding discrimination: See the superintendent, Scott Caloss at 903-873-5100.

[See policies FB(LOCAL) and FFH(LOCAL).]



## **VISITORS TO THE SCHOOL**

Parents and others are welcome to visit your student's 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 must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

## **VOLUNTEERS**

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

## **COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office and on the district's Web site at [www.wpsid.com](http://www.wpsid.com).

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

## **STUDENT'S NAME**

All students must use their legal name as it appears on their social security card and their birth certificate on all school records.

## **SECTION II:**

## **PARENTAL RIGHTS**

This section of the Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

### **Parental Involvement- Working Together**

Both experience and research tell us that a child's education is successful when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

Ensuring that your child completes all homework assignments and special projects and comes to school each day on time prepared, rested, and ready to learn.

Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.

Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.

Reviewing the requirements 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.

Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call your student's 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.

Becoming a school volunteer. [For further information, see policy GKG]

Participating in our campus parent organizations- **PTO**.

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

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

Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.

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. [See policies at BE and BED for more information.]

### **Parent Involvement Coordinator**

The Parent Involvement Coordinator who works with parents of students participating in Title I program is Donna Rowland and may be contacted at 903-873-5100.

### **Obtaining Information and Protecting Student Rights**

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

Political affiliations or beliefs of the student or the student’s parent.

Mental or psychological problems of the student or the student’s family.

Sexual behavior or attitudes.

Illegal, antisocial, self-incriminating, or demeaning behavior.

Critical appraisals of individuals with whom the student has a close family relationship.

Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.

Religious practices, affiliations, or beliefs of the student or parents.

Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

### **“Opting Out” of Surveys and Activities**

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

Any survey concerning the private information listed above, regardless of funding.

School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.

Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

### **Inspecting Surveys**

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

### **Requesting Classroom Assignment for Multiple Birth Siblings**

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

The principal is authorized to transfer a student from one classroom to another.

### **Requesting Professional Qualifications of Teachers and Staff**

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

### **Reviewing Instructional Materials**

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

### **Requesting Notices of Certain Student Misconduct**

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

### **Celebrations**

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Birthday celebrations will be scheduled in classes scheduled after lunch. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. When you visit your child during their lunch, please feel free to bring them a fun lunch, but a parent may not bring lunch for a child other than their own. This is a Food with Minimal Nutritional Value (FMNV) law.

### **Displaying a Student's Artwork, Projects, Photos, and Other Original Work**

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the district's website affiliated or sponsored by the district, such as a campus or classroom

website, and in district publications, which may include printed materials, by videos, or other methods of mass communication. The district will also seek consent before displaying or publishing an original video or voice recording in this manner.

### **Accessing Student Records**

You may review your child's student records. These records include:

Attendance records,

Test scores,

Grades,

Disciplinary records,

Counseling records,

Psychological records,

Applications for admission,

Health and immunization information,

Other medical records,

Teacher and counselor evaluations,

Reports of behavioral patterns,

State assessment instruments that have been administered to your child and

Teaching materials and tests used in your child's classroom.

### **Granting Permission to Video or Audio Record a Student**

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

When it is to be used for school safety;

When it relates to classroom instruction or a co-curricular or extracurricular activity; or

When it relates to media coverage of the school.

### **Granting Permission to Receive Parenting and Paternity Awareness Instruction**

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes at the junior high level.

### **Removing a Student Temporarily from the Classroom**

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal

cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

### **Removing a Student from Human Sexuality Instruction**

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

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

The Texas Essential Knowledge and Skills (TEKS) states that the following information should be covered in the fifth grade under health education.

**5.2) Health information - The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:**

- (A) describe the structure, functions, and interdependence of major body systems; and
- (B) identify and describe changes in male and female anatomy that occur during puberty.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

### **Removing a Student from Class for Tutoring or Test Preparation Purposes**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services; which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

### **Pledges of Allegiance and a Moment of Silence**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

State Law requires that **one minute** of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

## **Prayer**

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

## **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags**

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

## **Excusing a Student from Reciting a Portion of the Declaration of Independence**

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

## **Requesting Limited or No Contact with a Student through Electronic Media**

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

### **School Safety Transfers**

As a parent, you may:

Request the transfer of your child to another classroom if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. See the superintendent for information.

Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus.

Transportation is not provided for a transfer to another campus. [Policy FDB, and policy FFI.]

Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]

Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.



## **Wills Point Elementary Schools**

### **Parent Involvement Policy**

**The campus will:**

- **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- **Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.**
- **Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
- **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- **Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
- **Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
- **Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).**

## Compact for Learning

### **Wills Point ISD Vision Statement**

We are a family of learners dedicated to nurturing a strong sense of self among all students, staff, family and community members.

We have a strong sense of self –

We respect ourselves, fellow human beings, and our Earth.

We value our differences and our connections.

We have the knowledge and skills necessary to participate in and contribute to our community, our country, and our family of nations.

We believe in and have hope for the future.

### **Student Pledge**

I will strive to –

Attend school regularly.

Complete assignments and return homework on time to the teacher.

Show respect for myself, other people, and property.

Accept responsibility for my own actions.

Do my best to learn.

Resolve conflicts peacefully.

### **Family Involvement**

Parents and other significant adults are asked to agree to the following commitments, as they are involved in assisting the school in ensuring a productive school experience for their children.

### **Parent Pledge**

Schools as community –

To help my children be successful by volunteering at school and/or providing other support to teachers.

To attend school functions and parent-teacher conferences.

Curriculum with Coherence

To be involved in the amount and content of my child's TV viewing and other multimedia experiences.

To stay aware of what my child is learning, and communicate regularly with school staff and with my child.

To assist with homework and read

A Climate for Learning –

To provide adequate rest, food and medical attention so that my child is ready to learn.

To help my child get to school on time and attend regularly.

### **Staff Pledge**

Schools as community –

Communicate and work with families to enhance students' learning

Respect cultural differences of students and their families

Continue efforts to develop professionally.

Curriculum with Coherence-

Provide district approved curriculum that promotes literacy through the study of literature, math, and the arts.

Explain assignments clearly and provide homework that supports the curriculum.

A Climate for Learning –

Provide a safe, pleasant, and caring atmosphere.

Provide resources to help all children be successful in their school experience.

A Commitment to Character –

Maintain high expectations for myself, students and other staff.

Assist students in the development of a sense of personal and civic responsibility.

Help students learn to resolve conflicts in an appropriate manner.

## **SECTION III:**

## **OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Topics are as follows: Attendance, Counseling and Testing, Curriculum, Directory Information, Discipline, Discrimination, Extra-Curricular Activities, Safety and Health Services, Special Programs, Technology and Textbooks, Glossary, and Appendixes. If you should be unable to find the information on a particular topic, please contact the school.

### **ABSENCES/ATTENDANCE**

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child’s attendance affects the award of a student’s final grade or course credit—are of special interest to students and parents. They are discussed below.

#### **Compulsory Attendance**

State law requires that a student between the ages of six and 18 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.

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.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

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

#### **Exemptions to Compulsory Attendance**

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

Religious holy days;

Required court appearances;

Activities related to obtaining United States citizenship;

Service as an election clerk; and

Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and

For students in the conservatorship (custody) of the state,

- o Mental health or therapy appointments; or
- o Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

As listed in Section I at **Accommodations for Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 56 for that section.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

### **Failure to Comply with Compulsory Attendance**

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school, from any class, from required special programs, such as additional special instruction, termed “accelerated instruction” by the state, or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

Is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year, or

Is absent without excuse on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student’s parent could be charged with an offense based on the student’s failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

[See policy FEA(LEGAL).]

### **Attendance for Credit or Final Grade**

To receive credit in a class or a final grade in a class, a student in kindergarten-grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or

juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

#### **Arrival after start of school day**

A student who arrives at school after 7:50 (Primary) or 7:55 (Intermediate) must be escorted into the office by a parent to check in. If a student misses 45 minutes or more of the instructional day ("parts of day"), repeated instances can result in truancy, which can lead to assessment of penalties for the parent or guardian.

#### **Official Attendance-Taking Time**

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance at **Wills Point Primary** and **Woods Intermediate** will be taken every day at **10:00a.m.**

A student absence for any portion of the day, including at the official attendance-taking time should follow the procedures below to provide documentation of the absence.

### **Documentation after an Absence**

When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

Parents will be provided 3 days’ grace period after an absence to provide notes regarding absences to the school attendance clerk. After this grace period, all absence records are considered final. Emails and/or notes to your child’s teacher regarding absences are not considered formal “notice of an absence.” Only notes provided to the school office are considered official school record. **A parent note is not automatically an excused absence. If excessive absences occur, then the administration can require only doctor’s notes for excused absences for the remainder of the school year.**

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. **Please note that, unless the absence is for a statutorily allowed reason under the compulsory attendance laws, the district is not required to excuse any absence** even if the parent provides a note explaining the absence.

### **Doctor’s Note after an Absence for Illness**

Upon return to school, a student absence for more than three consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL).]

### **Leaving Campus**

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

#### **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.

#### **Tardiness**

A student who is tardy to class more than three times in a grading period is subject to disciplinary action. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. Excessive tardies will result in lunch and/or recess detention.

#### **Withdrawing from school**

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

On the student's last day, a withdrawal form will be processed to include each teacher's current grade averages and book and equipment clearance; to ensure a clear library record; to gain the clinic's health records; to reflect the last report card and course clearance; and finally, the form will be sent to the principal to obtain their signature. A copy of the withdrawal form will be given to the guardian and a copy will be placed in the student's permanent record.

## **COUNSELING/TESTING**

### **Personal Counseling**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should request teacher's permission to report to the school counselor office. 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.

### **Substance Abuse Prevention and Intervention**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

### **Suicide awareness**

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

### **Child sexual abuse and other maltreatment of children**

The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect,



and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

- <http://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- [http://www.keepkidshealthy.com/welcome/commonproblems/child\\_abuse.html](http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html)
- <http://www.taasa.org/member/materials2.php>
- [http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)
- [http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

### **Student in Foster Care**

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

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

Please contact Amanda Wallace, who has been designated as the district's liaison for children in the conservatorship of the state, at 903-873-5100 with any questions.

### **Credit by exam-If a Student Has Not Taken the Course**

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e. for advancement, or to accelerate to the next grade level. The dates on which exams are scheduled during the 2016–2017 school year include:

Dates Scheduled: **January 2018 June 2018**

A student will earn course credit with a passing score of at least 80 on the exam. A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam 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.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [Policy EHDC(LOCAL).]

## **Standardized Testing**

### **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 will take state-mandated assessments, such as the STAAR, in the following subjects:

Mathematics, annually in grades 3–8

Reading, annually in grades 3–8

Writing, including spelling and grammar, in grades 4 and 7

Science in grades 5 and 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level.

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

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

## **Promotion and retention**

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

In 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.

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her state-mandated assessment will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

**Summer School**

If funding is available, the district will offer extended year services for those students who are in danger of being retained. This program would be offered during the month of June 2015. To be eligible for this program, the student must have been enrolled in the Wills Point ISD since April 2015.

**CURRICULUM RELATED INFORMATION**

**Campus Schedules**

<b>Primary</b>	<b>Intermediate</b>
7:15 Students May Arrive	7:15 Students May Arrive
7:15-7:45 Breakfast Served	7:15-7:45 Breakfast Served
7:45 Students Dismissed to Class	7:45 Students Dismissed to Class
7:55 Tardy	7:55 Tardy
3:15 Dismissal	3:20 Dismissal

### **Facility use by students before and after school**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following area is open to students before school beginning at 7:15 a.m.

Primary – Cafeteria/Gym

Intermediate – Cafeteria/Gym

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

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

### **Report cards/ progress reports and conferences**

Report cards with each student’s grades or performance and absences in each class or subject are issued to parents as follows:

Grade	Report Card	Progress Report
PK	1 X PER NINE WEEKS	EVERY THREE WEEK
K-1	1 X PER NINE WEEKS	EVERY 3 WEEKS
2-4	1 X PER NINE WEEKS	EVERY 3 WEEKS
5-6	1 X PER NINE WEEKS	EVERY 3 WEEKS

If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

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

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject. Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school the next day.

## **Grading Guidelines**

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

## **Grading Policies**

Each campus has a board adopted GRADING POLICY that specifies how late work and make-up work will be handled. The GRADING POLICY for each campus is listed below.

### **Primary Grading Policy**

**Pre-Kindergarten** students will receive a report card at the end of each nine weeks. They will use the online gradebook system. The grades given on each task will be the following:

- M – Mastered
- O – Not Introduced
- N – Needs Improvement
- I – Improving

### **Kindergarten:**

1. Formal grades will be given beginning with the first nine weeks.
2. There will be a minimum of 14 daily grades given in each nine-week grading period in Language Arts, Reading, and Math. There will be 9 daily grades given in each nine-week grading period in Science and Social Studies.
3. Grades will be updated on the online gradebook system weekly.
4. Weighted grades will be given in core subjects: 60% daily and 40% tests.
5. A minimum of 3 assessment grades will be given each nine-week grading period in all subject areas.
6. Numerical grades will be given in all subject areas for Kinder students.
7. Late work will be accepted and graded according to the district absentee policy.

### **First Grade:**

1. Formal grades will be given beginning with the 1<sup>st</sup> nine weeks.
2. There will be a minimum of 14 daily grades given in each nine-week grading period in Language Arts, Math, and Reading. There will be a minimum of 9 daily grades given in each nine-week grading period in Science and Social Studies.

3. Grades will be updated on the online gradebook system weekly.
4. Weighted grades will be given in core subjects: 60% daily and 40% tests.
5. A minimum of 3 assessment grades will be given each nine-week grading period in all subject areas.
6. Numerical grades will be given in all subject areas.
7. Late work will be accepted and graded according to the district attendance policy.

### **Intermediate Grading Policy:**

Students at the elementary level must demonstrate academic mastery by maintaining a passing average in math, language arts, and either science or social studies. Therefore, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades reported at Woods Intermediate will reflect the student's independent mastery level of academic concepts and not grades obtained through guided practice.

#### Core Content Area Grades:

1. Formal grades will be given beginning with the 1<sup>st</sup> nine weeks.
2. There will be a minimum of 14 daily grades given in each nine-week grading period in Language Arts, Math, and Reading. There will be a minimum of 9 daily grades given in each nine-week grading period in Science and Social Studies.
3. Grades will be updated on the online gradebook system weekly.
4. Weighted grades will be given in core subjects 60% daily and 40% tests.
5. Numerical grades will be given in all subject areas.
6. Late work will be accepted and graded according to the district attendance policy.

#### Late Work/ Missing Assignments:

Students will be held accountable for class work, homework or special projects that were assigned regardless of absences. Students are allowed one day for every day of excused absence to make-up incomplete work. If a student's "extra time" for completing work extends from one grading period to another, the teacher will record an "I" for incomplete on the report card. The report card will be updated with final grades once the work is completed. Teachers may provide students a "time extension" for extenuating circumstances. If the work is not made up within the time allowed, the grade will automatically be recorded as a zero.

Teachers may deduct points for late work, , when the student was present for the assignment. Teachers may employ disciplinary consequences when Late Work or Missing Assignments become habitual.

#### Correcting Work to Improve Grades:

Teachers shall allow students to correct work to improve grades when:

- the original grade is below 70
- the assignment is a test or quiz
- corrected assignments or assessments will receive a corrected grade of no more than a 70.

Special note: Teachers may ask students to "redo" daily work or homework to re-teach a skill or for improved practice, but the original grade will not be altered.

## **Physical Activity for Students in Elementary School**

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

## **DIRECTORY AND DISTRIBUTION INFORMATION**

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

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. See the APPENDIX II "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in this handbook.

The district has identified the following as directory information:

- o Student's name, address, telephone listing, and email address, photograph
- o Date and place of birth, id numbers or identifiers used to gain online educational information
- o Major field of study, degrees, honors and awards received
- o Dates of attendance, grade level and previously attended schools, enrollment status
- o Participation in officially recognized activities and sports
- o Weight and height, if a member of an athletic team

If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

## **Distribution of Published Materials or Documents**

### **Directory Information for School-Sponsored Purposes**

Directory information will not be released to the public without the consent of the parent or eligible student. Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district decides to use this information for the school-sponsored purposes. For more clarification see Appendix II.

### **Non-school Materials...from others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

The principal has designated the school office area as the location for approved non-school 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 non-curriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.
- All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

### **Non-school Materials...from students**

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

The principal has designated the school office area as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policies at FNAA.]

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

### **School Materials**

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newsletter and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.



## **DISCIPLINE**

### **Applicability of School Rules**

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as in district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

To achieve the best possible learning environment for all students, the *Student Code of Conduct* and other campus rules of behavior will apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The district has disciplinary authority over a student in accordance with the *Student Code of Conduct*.

NOTE: Each individual campus will outline their specific discipline management plans during the first weeks of school.

### **Conduct Before and After School**

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices or events, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Dress and Grooming**

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

The home and school need to cooperate in the matter of dress. School is the child's place of business, and children who are dressed in appropriate school clothing seem to do a better job. Students are required to dress modestly. Their attire should be comfortable and appropriate for an active primary age child.

Appropriate clothing:

- Long shorts worn with proper tops are appropriate.
- Tank tops with straps at least three fingers wide are acceptable.
- Shorts and skirts may be no shorter than the index finger when the arm is placed by the side even if worn with tights.

#### Inappropriate clothing:

- Short shorts, tight shorts, and bicycle pants are not appropriate.
- Shorts and pants should not have writing that is printed or stitched across the seat of the pants.
- Halter-tops, crop-tops, see-through, and sun dresses without backs are not appropriate for girls.
- T-shirts with pictures of liquor/drug advertisements or violent or sexually suggestive phrases or logos are not allowed.
- Sagging trousers will not be allowed. Any trousers worn below the natural waistline will be considered sagging. Well fitted belts are encouraged.
- Extremely wide-legged pants or pants with unrepaired holes, frays, shreds or rips are prohibited. Patches for holes, frays, shreds, or rips need to be applied on the top of the garment for safety measures.
- Chains are not allowed to hang from pants or wallets.
- No pajamas or clothing simulated as pajamas such as fleece or flannel pants will be permitted to be worn at school unless approved by the principal.
- Earrings on boys are not allowed. The only body piercing allowed is girls' earrings.
- Wearing caps, stockings, or hats is prohibited.
- Wearing footwear designed for the bedroom is prohibited.

#### Grooming:

- Boys' hair must be neatly cut and groomed.
- Tails, pony tails, Mohawks/Faux-hawks, or hair striping is not allowed.
- Designs, letters, shapes or parts should not be shaved into the hair or eyebrows.
- **Hair must be cut so that it does not extend below the chin length or the back collar, nor should it extend below the mid-point of the ear at sides or below the eyebrows at bangs.**
- No unnatural coloring or dying of the hair (i.e. purple, pink, orange, green, red, blue...) is permitted.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

**The dress code may not apply to every conceivable situation, and when questions arise regarding dress or grooming, the principal involved shall have the final responsibility of determining whether or not the conditions in question are in keeping with the intent of this dress code.**

## **Disruptions of School Operations**

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

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

### **LAW ENFORCEMENT AGENCIES: Notification of Law Violations**

The district is required by state law to notify:

All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policies FL(LEGAL) and GRAA(LEGAL).]

## **Questioning of Students**

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

The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.

The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.

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

## **Students Taken Into Custody**

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

To comply with an order of the juvenile court.

To comply with the laws of arrest.

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

By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

To comply with a properly issued directive to take a student into custody.

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

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

## **Searches**

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

## **Social Events**

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

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

**Student's absence due to illness and/or disciplinary placements in OCS or ISS will not be able to attend social events and school functions, i.e., school sporting events, family involvement activities, or other school-related events.**

## **Students' Desks and Lockers**

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others. Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

## **Trained Dogs**

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

## **Use of Hallways During Class Time**

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

## **Use of Corporal Punishment**

Wills Point Primary does use corporal punishment. A voluntary permission form for corporal punishment will be sent home with the registration packet.

Woods Intermediate does use Corporal Punishment. A voluntary permission form for corporal punishment will be sent home with the registration packet.

## **Vandalism**

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

## **Video Cameras**

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

## **DISCRIMINATION; THE FREEDOM FROM BULLYING**

### **BULLYING**

**Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:**

- **Results in harm to the student or the student's property,**
- **Places a student in reasonable fear of physical harm or of damage to the student's property, or**
- **Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.**

**This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.**

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be

provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom.

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

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

### **Dating Violence, Discrimination, Harassment, and Retaliation**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, 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 [See policy FFH.]

#### **Dating Violence**

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

## **Discrimination**

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

[Policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

## **Gang-Free Zones**

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

## **Harassment**

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating 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.

## **Hazing**

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

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

[Also see **Bullying** and policies FFI and FNCC.]



## **Investigation of Report**

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

During the course of an investigation and when appropriate, the district may take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Federal Educational Records 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).

## **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, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate district officials to whom to make a report.

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

## **Retaliation**

Retaliation against a person, who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

### **Sexual Harassment and Gender-Based Harassment**

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or [curriculum@tea.state.tx.us](mailto:curriculum@tea.state.tx.us).

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

## **Fees**

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

Costs for materials for a class project that the student will keep.

Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.

Security deposits.

Personal physical education and athletic equipment and apparel.

Voluntarily purchased pictures, publications, yearbooks, etc.

Voluntarily purchased student accident insurance.

Musical instrument rental and uniform maintenance, when uniforms are provided by the district.

Personal apparel used in extracurricular activities that becomes the property of the student.

Fees for lost, damaged, or overdue library books.

Summer school for courses that are offered tuition-free during the regular school year.

A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

## **Fundraising**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal.

[For further information, see policies at FJ and GE.]

## **Meetings of Non-curriculum-Related Groups**

Student-organized, student-led noncurricular-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.

## **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 local policy will apply in addition to any consequences specified by the organization's standards of behavior.

For further information, see policies at FM and FO.

## **Student Speakers**

The district provides students the opportunity to introduce the following school events: morning announcements which include US Pledge, Texas Pledge and moment of silence. If a student meets the eligibility 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 policy FNA(LOCAL)]

## **HEALTH SERVICES**

Each campus of the Wills Point ISD offers a full-time registered nurse to assist in meeting student's medical and health needs. The school nurse administers medications, provides first-aid to injuries, assesses student illnesses, and addresses other needs that occur during the school day. When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules.

## **BACTERIAL MENINGITIS**

State law requires the district to provide the following information about bacterial meningitis:

### **What is Meningitis?**

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is the most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

### **What are the symptoms?**

Someone with bacterial meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years) and adults with bacterial meningitis may have a severe headache, high temperature, vomiting, and sensitivity to bright lights, neck stiffness, joint pains, drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

### **How serious is bacterial meningitis?**

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability.

### **How is bacterial meningitis spread?**

Fortunately, none of the bacteria that cause meningitis is as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange respiratory or throat secretions (such as by kissing; sharing drinking containers, utensils, cigarettes, or coughing).

The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. Being a carrier helps to stimulate your body's natural defense system. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness

### **How can bacterial meningitis be prevented?**

This year the Meningococcal shot (protection against most common form of bacterial meningitis) is now required for Texas students enrolled in 7<sup>th</sup> – 12<sup>th</sup> grades. It is also required for all new students enrolling in all Texas colleges or universities. The vaccine is safe and effective. It can cause mild side effects, such as redness and pain at the injection site for 1-2 days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

In addition to immunizations, do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. Maintain healthy habits like, get plenty of rest, cover your mouth and nose when coughing or sneezing, and wash your hands frequently with soap and water.

### **What you should do if you think you or a friend might have bacterial meningitis?**

Seek prompt medical attention.

### **Where can you get more information?**

Your school nurse, family doctor, and the local or regional health department office are excellent sources for information on all communicable diseases. You may also call Texas Department of State Health Service regional office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention:

[www.cdc.gov](http://www.cdc.gov) and the Texas Department of State Health Services: [www.dshs.state.tx.us](http://www.dshs.state.tx.us).

### **Communicable Diseases and Student Illness**

The decision to exclude and re-admit students for medical reasons will be made by the school nurse following Texas Department of State Health Services guidelines. To prevent the spread of diseases at school, students who are ill may not return to school until they have been without an elevated temperature (100.0° or less) without taking over-the-counter fever reducing medicine (Tylenol/acetaminophen, Advil/ibuprofen) for 24 hours. A doctor's statement indicating diagnosis of illness, treatment begun, and date student may return to school may be required.

In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse, not the student, will contact the parent.

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

Contact the school nurse if you have questions or if you are concerned about whether or not our child should stay home.

### **Emergency Medical Treatment**

Parents are asked to complete the *Student Health Information and Emergency Authorization* form yearly. This information shall be updated as necessary (change in address or work/home phone number). This form provides the school nurse with names and phone numbers of persons to be contacted in the event of a student illness or injury. The completed form also provides important student health information: medical conditions, medications, or known drug allergies. By signing the form, parents give consent for school officials to obtain medical treatment in emergency situations as permitted by law. In the event of an accident or serious illness and parents cannot be reached, the 911 system will be initiated. The student will be taken to the nearest emergency room. Wills Point ISD assumes no financial liability for the medical expenses.

Please contact the school nurse to update any information that the nurse or teacher needs to know.

**Food Allergy Information**

The district requires to be notified by a **WRITTEN PHYSICIAN NOTE** when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possible life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse if your child has a known food allergy or as soon as possible after any diagnoses of a food allergy.

The district annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives a **WRITTEN PHYSICIAN NOTE** that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student.

**Immunization Requirements**

A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

**2014-2015 Texas Minimum State Vaccine Requirements for Students Grade  
Minimum Number of Doses Required by Grade Level**

<b>Vaccine Required</b>	<b>K- 4<sup>th</sup></b>	<b>5<sup>th</sup> - 6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup> - 11<sup>th</sup></b>	<b>12<sup>th</sup></b>
Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap) <sup>1</sup>	5 doses or 4 doses	5 doses or 4 doses	3 dose primary series and 1 Tdap/Td booster <i>within last 5 years</i>	3 dose primary series and 1 Tdap/Td booster <i>within last 10 years</i>	
Polio <sup>1</sup>	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses
Measles, Mumps, Rubella <sup>1,2</sup>					

(MMR)	2 doses	2 doses	2 doses		2 doses
Hepatitis B <sup>2</sup>	3 doses	3 doses	3 doses	3 doses	3 doses
Varicella <sup>1,2,3</sup>	2 doses	1 dose	2 doses		2 doses
Meningococcal			1 dose		1 dose
Hepatitis A <sup>1,2</sup>	2 doses				

<sup>1</sup> Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

<sup>2</sup> Serologic confirmation to immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella or serologic evidence of infection is acceptable in place of vaccine.

<sup>3</sup> Previous illness may be documented with a written statement from a physician, school nurse, or the child's parent or guardian containing wording such as: "This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine." This written statement will be acceptable in place of any and all varicella vaccine doses required.

**Notes:**

**Diphtheria-Tetanus-Pertussis vaccine:** 5 doses with one received on or after the 4<sup>th</sup> birthday; 4 doses meet the requirement if the 4<sup>th</sup> dose was given on or after the 4<sup>th</sup> birthday. Students 7 years and older, 3 doses meet the requirement if one dose on/after 4<sup>th</sup> birthday.

**Tdap:** **7<sup>th</sup> grade:** 1 dose Tdap is required if at least **5 years** have passed since the last tetanus-diphtheria-containing vaccine.

**8<sup>th</sup> – 12<sup>th</sup> grade:** 1 dose of Tdap is required when **10 years** have passed since the last tetanus-diphtheria- containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.

**Polio:** 4 doses with one dose received on or after the 4<sup>th</sup> birthday. 3 doses meet the requirement if the 3<sup>rd</sup> dose was received on or after the 4<sup>th</sup> birthday.

**MMR:** The first dose must be received on or after the 1<sup>st</sup> birthday. **K – 5<sup>th</sup> grade,** 2 doses MMR are required. For **6<sup>th</sup>– 12<sup>th</sup> grade,** 2 doses of a measles-containing vaccine, and 1 dose each of rubella and mumps vaccine.

**Hep B:** Students aged 11-15 years, 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Vaccine dosage and type of vaccine must be clearly documented.

**Varicella:** 1<sup>st</sup> dose must be received on or after the 1<sup>st</sup> birthday. **Grades K – 5<sup>th</sup> and 7<sup>th</sup> – 12<sup>th</sup>** 2 doses are required. 1 dose is required for all other grade levels. If the first dose is received on or after 13 years of age 2 doses are required.

**Hep A:** The first dose must be received on or after the 1<sup>st</sup> birthday.

Students in PK or early childhood programs are required to meet Texas Immunization Requirements for Child-care Facilities. Haemophilus Influenza (Hib), Hepatitis A, and invasive



pneumococcal vaccines are needed in addition to MMR, Dtap, Polio, Hepatitis B, and Varicella. The school nurse will assist in determining the child's immunization needs.

### **Exemptions**

The law allows (a) physicians to write a statement stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child, and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience, (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Schools and child-care facilities should maintain an up-to-date list of students with exemptions, so they may be excluded in times of emergency or epidemic declared by the commissioner of public education.

**Reasons of Conscience, including religious belief:** A signed affidavit must be presented by the child's parents/guardian, stating that the child's parent/guardian declines vaccinations for reasons of conscience, including religious beliefs. The affidavit must be notarized, submitted to the principal or school nurse within 90 days of notarization, and will be valid for 2 years from the date of notarization. Sample request for Exemption from Immunizations for Reasons of Conscience can be downloaded at <http://www.dshs.state.tx.us/immunize/school/default.shtm#exclusions>. A request can be completed online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>, a secure web page for requesting exemption forms online.

To obtain an affidavit, the parent/guardian must submit a written request through the U.S. Postal Service, commercial carrier, fax, or by hand-delivery.

#### **Mailing Address:**

*Immunization Branch*  
Department of State Health Services  
Immunization Branch (MC1946)  
P.O. Box 149347  
Austin, Texas 78714-9347

#### **Fax:**

512-458-7544

#### **Hand Delivery:**

Department of State Health Services  
Immunization Branch (MC1946)  
1100 West 49<sup>th</sup> Street  
Austin, TX 78756

### **Medical Exclusions from Compliance**

For children claiming medical exemptions, a written statement signed by the child's physician (M.D. or D.O. licensed to practice in the United States) is required. The statement must specify the reason, in the doctor's opinion, that the immunization would be harmful to the health and well-being of the student or any member of the student's family or household. The certificate must be renewed yearly unless the physician specifies that a life-long contraindication exists.

### **Provisional Enrollment**

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at

least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

### **Documentation**

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel has validated it. The month, day, and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

### **District Immunization Clinics**

Wills Point ISD is a Texas Vaccines for Children Provider. Monthly Immunization Clinics are scheduled on each campus in order to provide needed immunizations to students at no cost during the school day. Immunization Clinic letters will be provided to parents whose children need immunizations and who qualify for the TVFC program. Consent forms must be completed and returned to the campus school nurse before the immunization will be given. Recent changes in the TVFC program do not allow us to give immunizations to students who qualify for CHIP. These students will need to see a CHIP certified healthcare provider.

### **Medications**

*The district will not purchase medication to give to a student. All Medications* (prescription or over-the-counter non-prescription medications) that are brought to school shall be kept in the School Nurse's Clinic. Medications should be FDA approved, in the original container, and properly labeled. No medications prescribed or purchased outside the United States will be given. All prescriptions given routinely, on a daily basis, and over-the-counter medications requested for greater than 10 days require completion of WPISD SH-708 form, "Parent/Physician Request for Administration of Medication by School Personnel". The medication will not be given at school if doctor's orders are not received within 2 days. Any change in a student's medication (dosage, time, etc.) will not occur until written instructions are received from the doctor. The initial dose of any new medication will not be given at school.

Short-term medication requests (10 days or less) require parental permission with detailed instructions in writing. Prescription medications should have the pharmacy label clearly attached. Over-the-counter medications should be in the original container with the student's name affixed. PRN (as needed meds) should have detailed instructions as to when the parent requests the medication be given. After 10 calendar days, a doctor's order is required to continue the medication at school.

A medication that is to be administered three times daily should be given every eight hours. Since most students are not at school for more than eight hours, the medication should be given before school, after school, and then at bedtime.

Medications authorized to be given during the school day will be given on field trips unless the parent requests in writing that the medication not be given. Students participating in after-hours/overnight field trips may need medications not given during the school day. It is advised that parents contact the school nurse a week in advance of any after-hours/overnight field trips so that medication needs may be discussed. The medication must be in a properly labeled container with written authorization before the medication will be given.

Herbal or dietary supplements provided by the parent will only be administered if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students diagnosed with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent AND a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication. The student and parent should notify the school nurse if the student has been prescribed asthma medication for use during the school day. Physician completion of WPISD SH-524, School Asthma Action Plan, will permit the student to carry an inhaler and self-treat during the school day. The healthcare provider must indicate that the student has been instructed and is capable of managing his care. It is advised that a 2<sup>nd</sup> inhaler be left in the campus clinic.

HB 984 allows a diabetic student to self-monitor their care during the school day if a Diabetes Management and Treatment Plan, WPISD SH-745, completed by the doctor indicates that the student is able to provide self-care and is signed by the parent. The Diabetes Management and Treatment Plan, SH-745, is also required for diabetic students who are monitored by the school nurse during the school day. The school nurse and parent with input from other campus staff will complete the diabetic student's Individual Healthcare Plan.

Physician completion of the Asthma Action Plan, Diabetic Management and Treatment Plan, and medications (scheduled or as needed) are required at the beginning of each school year and/or when changes are made during the school year.

Parents are encouraged to contact the school nurse to make arrangements to pick up medications. Medications will not be sent home with students unless written authorization is received from the parent. Any medications left in the clinic two weeks after the last dose taken will be destroyed. Medications not picked up after the last day of school will be destroyed.

### **Pediculosis (Head Lice)**

Students found to have live head lice will be excluded (sent home) from school. The student may return to school after being treated with an approved pediculocide shampoo. Personal articles should also be treated to prevent re-infestation. Treatment can usually be accomplished in one day with return to school on the following day. The student will be rechecked by the school nurse before allowing their return to classes. It is advised that the family bring the student to school for the re-check because the student will not be allowed to remain at school if live lice are present. A second treatment is recommended within 7-10 days. Daily checking by the

family will help to ensure that re-infestation does not occur. It is also recommended to check each family member's head.

More information on head lice can be obtained from the TDSHS website at [Http:www.dshs.state.tx.us/schoolhealth/lice.shtm](http://www.dshs.state.tx.us/schoolhealth/lice.shtm).

### **PHYSICAL Examinations/Health Screenings**

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.

Also see policy FFAA.

### **School Health Advisory Council (SHAC)**

The district's School Health Advisory Council holds four meetings annually. Additional information regarding the district's School Health Advisory Council is available from Tammi Lide, RN, at the JH campus 903-873-5151 or on the district's website.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. This last year the SHAC implemented a "Hygiene" program to be taught (and hygiene goodies to be given) at the Back to School Fair on 8-9-2014. This program was approved by the Board.

Any person who has an interest in the SHAC is welcome to attend meetings. Our meeting dates will be posted on the district website as they are determined.

### **Sunscreen**

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

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

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.

Tammi Lide, RN  
Health Services Coordinator

## **SAFETY**

Student safety on campus and at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student should:

Avoid conduct that is likely to put the student or others at risk.

Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.

Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.

Know emergency evacuation routes and signals.

Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

### **Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office

## **Accident Insurance**

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

## **Drills: Fire, Tornado, and Other Emergencies**

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

### *Fire Drill Bells*

1 continuous	leave the building
2 bells	return to the classroom

### *Tornado Drill*

Notification will be made via school PA system or megaphone.

Campus principal will notify of:

**Tornado Watch:** teachers review duck and cover plan with class

**Tornado Warning:** “Take Cover” which means to move quietly but quickly to a designated location. School PA or megaphone will be used to notify staff that “all is clear” or next steps to take in the crisis management plan.

## **Lockdown Drill**

Notification will be made via school PA system or megaphone.

Campus principal will notify of:

### **Code Yellow**

Crisis is outside of the school. No outside activity allowed. All exterior entrances are locked. No access granted to visitors and/or parents at this time. Visitors present in building may leave, but are not allowed to re-enter. Normal instructional activity continues in class. Campus administration will be notified from outside agencies when the threat of danger has passed and normal outdoor activity can continue.

### **Code Red**

Crisis is within the school building. Teachers immediately lock classroom doors and moves students away from doors and windows. No instruction takes place. No person is allowed to enter or leave during code red. No students are released to parents until Van Zandt County Emergency Response teams have authorized the crisis situation as “all clear.”

\*\*Special Note to campus visitors and volunteers:

All visitors to WPISD campuses are expected to participate fully in emergency drills that occur while on WPISD campuses.

## **Emergency School-Closing Information**

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community by use of School Messenger, Facebook and call the local TV stations.

## **Pest Management Plan**

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Henry Wise, the district's IPM coordinator, at 903-873-5100.

## **Physical Fitness Assessment**

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 your child's school to obtain the results of his or her child's physical fitness assessment conducted during the school year.

## **Psychotropic Drugs**

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

## **Tobacco Prohibited**

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes or any other electronic vaporizing device, while on school property at any time or while attending an off campus school-related activity.

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

## **Vending Machines**

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. [See policies at CO and FFA.]

## **SERVICES PROVIDED TO OUR STUDENTS**

### **Buses and Other School Vehicles**

The district makes school bus transportation available to all students. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Brian Stokes at 903-873-2011.

See the Student Code of Conduct for provisions regarding transportation to the DAEP.

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.



- When students ride in a district van or passenger car, seat belts must be fastened at all times.
- 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.

### **General Bus Rules**

- Obey the instructions given by the bus driver.
- Board and leave the bus as **DESIGNATED HOME AND CAMPUS STOPS ONLY.**
- Bus routes are designed to provide transportation for students to their **OWN HOME.** Do not ask to ride home on another bus or get off at a different stop. In the event of an emergency, contact WPISD 873-2011.
- The bus routes are also designed to provide maximum efficient loading. Please do not ask extra students to ride home. Approval for extra students must be based on the amount of room available on each bus.
- Any note sent from home must be signed by a school administrator before student loads on the bus.

**Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, by be suspended or revoked.**

### **Cafeteria Services**

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available with a completed approved application. Information about a student's participation is confidential.

**If your child received free and reduced lunch the previous school year, please remember that Free and Reduced Lunch Applications must be resubmitted each year for re-qualification purposes.** All information regarding the student's participation is kept confidential. Parents/Guardians can apply at the Child Nutrition Office at 823 Lillian, Wills Point or may pick up an application at their campus. Please return all applications to the Child Nutrition Office or campus. Students may apply at any time during the year for the Meal Program.

**Wills Point ISD has a no charge policy for meals.**

Pre K- 1<sup>st</sup> grade will use the biometrics system. 2<sup>nd</sup>- 6<sup>th</sup> grade students will go through the breakfast/lunch line and enter their pin number into a key pad at the cashier stand. If a student does not have their money, they must see the cafeteria manager before getting a tray.

Breakfast serving time starts at 7:15am – 7:45am.

**Meal Pricing Pre K – 6<sup>th</sup> Grade** Breakfast-\$1.55, Reduced - .30 Lunch - \$2.55, Reduced .40  
**WPISD Staff** Breakfast- \$2.55, Lunch-\$3.55 **WPISD Visitor** Breakfast-\$2.80, Lunch-\$3.80

Meal Substitutions at no additional costs for children who meet the definition of special needs will be served provided a physician has submitted a statement attesting to this fact and prescribing a substitute.

#### **PRE-PAID MEALS IN THE MORNINGS ONLY 7:15AM UNTIL 7:45AM**

If your student(s) are on a meal plan and they choose to bring their lunch or breakfast or want extra milk for their tray, they must pay \$.75. Students that do not pre-pay for their lunch in the morning, are required to pay each day they choose to eat.

**Before a parent/guardian can withdraw a student, all charges must be cleared in the cafeteria.** WPISD has a “**NO CHECK CASHING**” policy under which all money submitted by check or cash is credited onto the student’s meal account. There is a \$25.00 fee for any NSF checks received.

If your child does not have money for his/her meals, they will be given an alternate meal for breakfast and lunch. The alternate meal is a piece of toast and milk for breakfast and a vegetable and milk for lunch.

Menu may change without notice due to the availability of product.

If you have any questions or a problem, please feel free to call the Child Nutrition Service Office for assistance at 903-873-5100. For further assistance, call Assistant Superintendent of Operations and Student Services @ 903-873-5100.

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

#### **Library**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. All students have scheduled times for library usage. Students are responsible for all library materials checked out in their name. Lost or damaged items will incur a fine for repair or replacement of the item.

#### **Lost and Found**

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

#### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

### **SPECIAL PROGRAMS**

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the school principal.

### **Accommodations for Children of Military Families**

Children of military families will be provided flexibility regarding certain district requirements, including:

Immunization requirements.

Grade level, course, or educational program placement.

Eligibility requirements for participation in extracurricular activities.

Graduation requirements.

In addition, absences related to a student visiting with his or her parent including a stepparent or legal guardian, who has been called to active duty for, is on leave from, related to leave or deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60<sup>th</sup> day before deployment or no later than the 30<sup>th</sup> day after the parent's return from deployment.

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

### **Gifted and Talented Program - A.C.E. Academic Challenge in Education**

Students are selected on the basis of their general intellectual and creative abilities. The criterion used to help identify these students is:

Aptitude test

Non-verbal assessment

State Assessment

Teacher Inventory

other assessment data

Nominations and testing will be conducted annually. Nominations are accepted from school personnel, parents and community members. A parent or community member may nominate a child by contacting the counselor by phone, in writing or by email. (NOTE: Kindergarten nominations will be accepted in January.)

The selection process is planned and conducted by a committee of professional educators who meet annually. Nominations received after testing has concluded will be considered for testing the following school year. The committee decision ensures that WPISD does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The students are served through a cluster group where they are introduced to higher level thinking processes and creative activities.

For more information, contact the campus counselor.

### **Limited English Proficient Students**

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

### **Notice of Destruction of Special Education Records**

Wills Point ISD proposes to destroy all out-of-date special education files. Records will be stored at the Office of Special Programs on each student for a term of five years after dismissal or cessation of services. Records may be required for social security or other benefits. Parents or adult students may choose to request that records not be destroyed by contacting the Director of Special Education, Jammie Madden, at 903-873-5100.

### **Parents of Students Who Speak a Primary Language Other than English**

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

### **Parents of Students with Disabilities with Other School-Aged Children in the Home**

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be

transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

### **Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services**

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for 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.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within the timeline prescribed by law once the district receives the written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

Texas Project First, at <http://www.texasprojectfirst.org/>

Partners Resource Network, at <http://www.partnerstx.org/howPRNhelps.html>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Jammie Madden at Special Services 903-873-5100.

### **Psychological Exams, Tests, or Treatment**

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to policies EHBA(A(LEGAL)), FFE(LEGAL), and FFG(EXHIBIT).]

### **Request for the Use of a Service/Assistance Animal**

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

### **Services for homeless students and for Title 1 Participants**

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Barbie McMath at 903-873-5100.

Parent Involvement Coordinator, who works with parents of students participating in Title 1 programs: Donna Rowland at 903-873-5100.

Students with Disabilities: Jammie Madden at 903-873-5100.

### **Student Records**

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.

Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

Individuals granted access in response to a subpoena or court order.

A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release 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.

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 338 WN Commerce, Wills Point, TX 75169.

The address(es) of the principals' offices are:

Primary: 447 Terrace Drive, Wills Pont, TX 75169

Intermediate: 307 Wingo Way, Wills Point, TX 75169

A parent (or eligible student) may inspect the student's records and request a correction 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 principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FL(LEGAL) and (LOCAL)].

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office and on the district's Web site at [www.wpisd.com](http://www.wpisd.com).

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

**The school administrators will act on the most current legal documents on file in the student's cumulative record. Documents are considered legal when dated and signed by the presiding judge or acting agency representative.**

**Please note:**

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

**Students With Physical or Mental Impairments Protected under Section 504**

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is the school counselor. [Also see policy FB.]

**TECHNOLOGY RESOURCES, ELECTRONIC DEVICES AND TEXTBOOKS****Acceptable Use of District Technology Resources**

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

It is the policy of the Wills Point ISD to permit students to have internet access. In general, it is the technology user's responsibility to conduct themselves in a responsible, decent, ethical, polite, efficient, and legal manner when using any of WPISD's technology resources. Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio, video games, and other potentially offensive media.

In compliance with the Children's Internet Protection Act (CIPA), a federal law that became effective April 20, 2001, the district uses filtering software. The software is designed to identify web sites that educators believe are inappropriate for students and to prohibit access to those sites. WPISD believes that the filters monitor inappropriate sites. However, no system is perfect.



On a global network it is impossible to control access to all materials that are objectionable and inappropriate. In addition, an industrious user may be able to gain access to sites that are supposed to be filtered. The District cannot and does not represent that users will not have access to inappropriate or objectionable material. Parents and guardians must consider this in deciding whether to permit their children access to the internet.

Student and their parents should be aware that all electronic communications using district computers and or networks are not private and may be monitored by district staff.

### **Electronic Textbooks, Textbooks, Technological Equipment, and Other Instructional Materials**

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

### **Possession and Use of Other Personal Electronic Devices**

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [Policy FNF.]

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

### **Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones**

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [Policy FNF.]

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.

### **Unacceptable and Inappropriate Use of Technology Resources**

**Acceptable Use:** Internet use must be consistent with the education objectives of the district. The use must also be consistent with the terms of the agreement.

**Prohibited Use:** Any use that violates federal or state law and/or school policy.

**Rationale:** To insure appropriate, responsible, ethical and legal access and use of the internet by district students.

**Privileges and Discipline:** Internet usage is a privilege, not a right, and inappropriate use will result in a loss of network privileges, disciplinary actions and/or referral to legal authorities. The system administrators will close an account when necessary. An administrator can deny, revoke, or suspend, specific user access and/or user screen.

Authorized district employees will be responsible to determine what constitutes a violation of this policy. Authorized district employees have the right to intercept or read users' email and review any material which they believe may be unlawful, obscene, defamatory, abusive or otherwise objectionable. If the district intends to impose any discipline other than revoking privileges for the remainder of the school year, the user will be afforded appropriated due process.

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

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

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

## GLOSSARY

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

**ARD** is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

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

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

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

**ISS** refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

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

**OCS** refers to district ISS placement; On Campus Suspension

**PGP** stands for Personal Graduation Plan, which is required for high school students and for any students 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.

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

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

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

**STAAR Alternate** 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 Linguistically Accommodated (STAAR L)** is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

**TSI assessment** is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TxVSN** is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

**UIL** refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.



**Appendix I:**  
**Acknowledgment of Electronic Distribution of**  
**Student Handbook**

My child and I have been offered the option to receive a paper copy of or to electronically access at [www.wpsid.com](http://www.wpsid.com) the Wills Point Elementary School Student Handbook and the Student Code of Conduct for 2016–2017.

I have chosen to:

- Receive a paper copy of the Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

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. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the principal at my student's school.

Printed name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX II:

### Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information

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

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

**For the following school-sponsored and other purposes (outside requests): Wills Point I.S.D. has designated the following information as directory information:**

- Student's name, address, telephone listing, and email address, photograph
- Date and place of birth, id numbers or identifiers used to gain online educational information
- Major field of study, degrees, honors and awards received
- Dates of attendance, grade level and previously attended schools, enrollment status
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team

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

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**Parent: Please circle one of the choices below for school sponsored purposes:**

(District/School website, yearbook, newspaper, published articles, published videos to district/school website)

I, parent of \_\_\_\_\_ (student's name), (**do give**) (**do not give**) the district permission to use the information in the above list for the specified school-sponsored purposes.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

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**Parent: Please circle one of the choices below for other purposes:**

(military recruiters, graduation vendors, tutorial service providers, any other outside companies)

I, parent of \_\_\_\_\_ (student's name), (**do give**) (**do not give**) the district permission to use the information in the above list for the other purposes.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

**Please note that if this form is not returned within the specified timeframe above, the district will assume that permission has been granted for the release of this information.**



**APPENDIX III:**  
**Three-Way School Pledge**

Refer to page 15

**Staff Section**

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out our responsibilities to the best of our ability.

Kimberly Cole White, Principal of Wills Point Primary School

Melanie Mullin, Principal of E.O. Woods Intermediate School

The staff of Wills Point Elementary Schools

**Student Section**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out my responsibilities to the best of my ability. I understand that my signature below acknowledges receipt of this handbook including the School/Home compact. I further understand that I will be held accountable for my behavior and that I am subject to disciplinary consequences outlined in the Student Code of Conduct.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Parent/Guardian Section**

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out my responsibilities to the best of my ability. I understand my signature below acknowledges receipt of this handbook and includes the School/Home compact. I further understand that all students will be held accountable for their behavior and they are subject to disciplinary consequences outlined in the Student Code of Conduct.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**APPENDIX IV:**  
**Parent Pledge / Contract**  
**Wills Point ISD**

To assist in the learning and success of my son / daughter in school, I will do the following:

- \*Provide a quiet place to study every night
  
- \*Attend Parent-Teacher conferences; Meet the Teacher Night, Open House and any other school events if possible
  
- \*Monitor my son / daughter's progress by signing the Homework Notebook/Planners, Progress reports, and Report Cards
  
- \*Share reading experiences with my child

I will also encourage my son / daughter to:

- \*Complete all homework assignments
  
- \*Read for 30 minutes every day
  
- \*Attend and be on time to all classes
  
- \*Get proper rest for the best school performance

*Student's Name / Signature* \_\_\_\_\_ *Grade* \_\_\_\_\_

**Teacher** \_\_\_\_\_

**Parent's Signature** \_\_\_\_\_

**APPENDIX V:**

## School Messenger

WPISD, Wills Point Primary School, and Woods Intermediate School utilizes Remind 101 as a tool to connect with parents, students and staff through voice, SMS text, and email. The program empowers the school and teachers to communicate upcoming school events and announcements to the entire student/staff populations within minutes. The system will automatically phone the primary contact of each student, optionally the system can text and e-mail.

Please fill out the information below and return the form to school.

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

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Remind will message the first primary contact, if you want Remind to contact you at a different number please provide it here:

\_\_\_\_\_

To activate the additional options, fill out information below:

- Permission to text

Please provide the phone number to text: \_\_\_\_\_

- Permission to e-mail

Please provide e-mail address: \_\_\_\_\_

If at any time your contact information changes, please notify your school as soon as possible.

**APPENDIX VI:**  
**Medicaid to Schools Program**  
**Notification**

Local Education Agencies (LEAs), such as school districts, are eligible to receive federal Medicaid reimbursement for medically necessary services provided to their special education students when the services meet the requirements of the state's School-Based Medicaid program and are provided in accordance with the students' IEPs (§300.154(d)(2)(i)-(iii)).

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Family Educational Rights and Privacy Act (FERPA) require schools to notify parents that the district participates in this program. The district utilizes services ordered in the IEP and the Medicaid identification number, in conjunction with the state Medicaid Agency and our Medicaid billing agent, to receive reimbursements for these services from the School-Based Medicaid program.

The district's participation in this program in no way impacts the services being provided to the student nor impacts the family's Medicaid benefits. At any time, parents can notify the school district in the event they no longer want the district to access student information for the purposes of seeking reimbursements through this program.

By signing below, I acknowledge that I have been explained the Medicaid to Schools Program and that regardless of my student's eligibility, this will in no way impact my student's personal benefits or the delivery of services ordered in the IEP (§300.154(d)(2)(i)-(iii)). I understand that the school district may utilize the services ordered in the IEP and the Medicaid identification number, to seek reimbursement dollars available through this program should my student be eligible. At any time, I may notify the district in the event I no longer want them to utilize my student's information for the purposes of this program.

Student Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

**APPENDIX VII:  
PARENTAL PERMISSION FOR USE OF CORPORAL  
PUNISHMENT**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

\_\_\_\_\_ I **do give permission** for my child to receive corporal punishment if deemed necessary by the school administration.

\_\_\_\_\_ I **do not give permission** for my child to receive corporal punishment if deemed necessary by the school administration.



## APPENDIX VIII: Freedom From Bullying Policy

Below is the text of Wills Point’s policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

	<p>Wills Point ISD 234907</p>	
	<p>STUDENT WELFARE FREEDOM FROM BULLYING</p>	<p>FFI (LOCAL)</p>
<p><b>Note:</b> This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.</p>		
<p>BULLYING PROHIBITED</p>	<p>The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.</p>	
<p>DEFINITION</p>	<p>Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:</p> <ol style="list-style-type: none"> <li>1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or</li> <li>2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.</li> </ol> <p>This conduct is considered bullying if it:</p> <ol style="list-style-type: none"> <li>1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and</li> <li>2. Interferes with a student’s education or substantially disrupts the operation of a school.</li> </ol>	
<p>EXAMPLES</p>	<p>Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.</p>	

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STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	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.
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, 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.

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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.
DISCIPLINE	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 if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

DATE ISSUED: 2/16/2012  
UPDATE 93  
FFI(LOCAL)-A

ADOPTED:

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