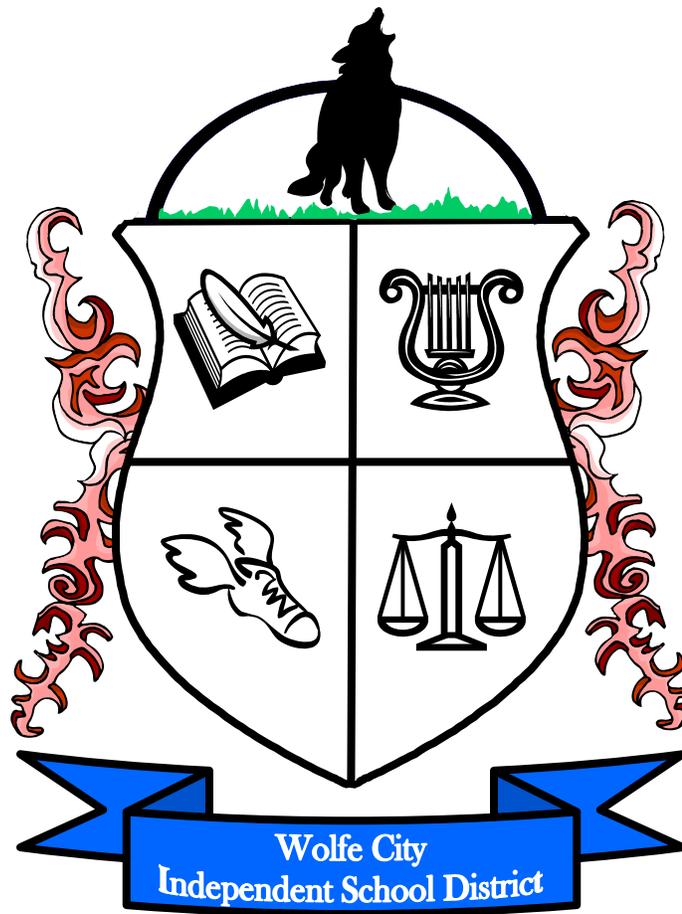


Wolfe City ISD



**Combined
Student-Parent Handbook
and
Student Code of Conduct**

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WOLFE CITY ISD

STUDENT-PARENT HANDBOOK

STUDENT-PARENT HANDBOOK PREFACE

To Students and Parents:

Welcome to 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 Wolfe City ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents must be familiar with the Wolfe City ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document is combined with this handbook and may be found on the district’s Web site at www.wcisd.net and is available in hard copy upon request.

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 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 intended to, create contractual or legal rights between any student or parent and the district.

If you or your child has questions about any of the material in this handbook, please contact your campus administrator.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

- Acknowledgment of Electronic Distribution of Student Handbook and Student Code of Conduct form
- Acknowledgment of Electronic Distribution of Acceptable Use Policy of Computer and Electronic Communication Resources form
- Acknowledgment of Electronic Distribution of Drug Screening Policy form
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information forms
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
- Consent/Opt-Out Form

[See **Objecting to the Release of Directory Information** on page 9 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 10 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review in the superintendent's office or online at www.wcisid.net.

NONDISCRIMINATION STATEMENT

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

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 gender: Superintendent at 903-496-2283.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Special Education Director Sondra Northcutt, at 903-496-7333, ext 15.

- All other concerns regarding discrimination: See the superintendent: Vernon Richardson at 903-496-2283.

ADMINISTRATIVE STAFF

Vernon Richardson	Superintendent of Schools
Julie Cupp	Business Manager/Accounts Payable
Patty Herron	Accounts Payable
Sherry Perkins	District PEIMS Coordinator
Christopher Sheets	High School (9-12) Campus Administrator
Nelda Robb	High School Secretary
Shawn Martin	Middle School (6-8) Campus Administrator
Angie Steele	Middle School Secretary
Brent Fitzgerald	Elementary School (PreK-5) Campus Administrator
Courtney Allen	Elementary School Secretary
Dona Gavlick	District Counselor
Sondra Northcutt	District Special Education Director/ESL Director
Nancy Sanders	Special Education Secretary
Meredith Hamilton	District Athletic Director
Billy Eldridge	Testing Coordinator
Kim Ramsey	District Instructional Technologist / Curriculum Director
Victor Lemieux	District IT Specialist / Special Programs

PARENTAL INVOLVEMENT (All Grade Levels)

WORKING TOGETHER

Both experience and research tell us that a child's education succeeds best 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.

- Ensure that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or campus administrator any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See **Academic Counseling** on page 44.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or campus administrator, please call the school office at the following phone numbers for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 87.]

Phone numbers:

Superintendent of Schools	(903) 496-2283
Wolfe City High School Office	(903) 496-2891
Wolfe City Middle School Office	(903) 496-7333
Wolfe City Elementary School Office	(903) 496-7333
District Special Education Office	(903) 496-7333
High School Counselor Office	(903) 496-2891
Elementary/Middle School Counselor Office	(903) 496-7333
Field House	(903) 496-2792
Agriculture Building	(903) 496-2821
Elementary/Middle School Cafeteria	(903) 496-7333

- Becoming a school volunteer. For further information, see policy GKG and **Volunteers** on page 102.
- Participating in campus parent organizations. Parent organizations include PTO and Athletic Boosters.
- 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 superintendent’s office.

- 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 BDF, EHAA, FFA and information in this handbook at **School Health Advisory Council** on page 74.]
- 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 BE and BED for more information.] Board meetings are scheduled for the third Tuesday of each month. The Board of Education members are listed below.

BOARD OF EDUCATION

President	Ron Ferguson
Vice President	John Wilkinson
Secretary	Jill Woodruff
Asst. Secretary	Aaron Deary
Members	Bill George Phil Tanner John Williams

PARENT INVOLVEMENT COORDINATOR

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Brent Fitzgerald and may be contacted at 903-496-7333.

TITLE I SERVICES

SCHOOL-WIDE PARENT SCHOOL COMPACT

The purpose of the parent-school compact is to communicate a common understanding of home and school responsibilities to assure that every child attains high standards and a quality education.

The School’s Responsibility

Wolfe City ISD will:

- communicate with parents and notify them of school events in a timely, efficient manner
- communicate learning expectations for students at each grade level

- provide an environment that promotes positive communication between the teacher, parent, and student
- provide homework assignments that will reinforce classroom instruction
- provide opportunities for parent conferences and school functions to maximize parent participation
- provide all high school and middle school students with planners and with daily updates to be written in the planners

The Parent's Responsibility

As a parent, I will:

- see that my child is on time and attends school regularly
- establish a time for homework and review it regularly
- encourage my child's efforts and be available for questions
- read aloud to my child and let my child see me read
- be an interested listener as my child reads to me
- help my child establish a routine for school days
- attend parent/teacher conferences
- support the school in its effort to maintain proper discipline
- help my child learn to resolve differences in positive ways
- stay aware of what my child is learning
- respect school staff and the cultural differences of others
- review and check high school and middle school student's planners on a daily basis

The Student's Responsibility

As a student, I will:

- attend school regularly
- work hard to do my best in class and schoolwork
- help keep my school safe
- ask for help when I need it
- respect and cooperate with other students and adults
- use the high school and middle school planner responsibly and make accurate entries on a daily basis

TITLE 1 PART A: CAMPUS-PARENT INVOLVEMENT POLICY

Acknowledging that parents are a student's first teachers and that this continuing support is essential for academic success, the Wolfe City ISD is committed to the following parent involvement policy:

- Parents will annually receive information concerning the implementation of the school-wide Title 1 Part A Program and will be encouraged to offer suggestions for improving/strengthening the program.
- Parents will be given timely information concerning overall student performance standards and expectations.
- Parents will be given timely information concerning campus/state assessment instruments, local assessment measures, TAKS, etc.
- Parents will be offered opportunities for learning how to foster improved academic performance for their child through various campus activities.
- Parent representatives will be involved in the development, review, and evaluation of the campus improvement plan.
- School-wide Title 1 Part A parents will be given an opportunity annually to participate in the School/Parent Compact.
- Parents of students participating in school-wide supplementary services will be asked to complete surveys seeking evaluation of the academic instructional program and parent involvement.

SERVICES FOR THE HOMELESS AND TITLE I PARTICIPANTS

Other designated staff members you may need to contact include:

- Liaison for Homeless Children and Youths, who coordinates services for homeless students: Elementary/Middle School Counselor Dona Gavlick at 903-496-7333.
- Parent Involvement Coordinator, who works with parents of students participating in Title I programs: Campus Administrator Brent Fitzgerald at 903-496-7333.

SECTION I PARENTAL RIGHTS

This section of the Wolfe City ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

CONSENT TO CONDUCT A PSYCHOLOGICAL EVALUATION

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

CONSENT TO DISPLAY A STUDENT'S ORIGINAL WORKS AND PERSONAL INFORMATION

Teachers may display students' work, which may include personally identifiable student information, 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, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

CONSENT TO RECEIVE PARENTING AND PATERNITY AWARENESS INSTRUCTION IF STUDENT IS UNDER AGE 14

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the 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.

CONSENT TO VIDEO OR AUDIO RECORD A STUDENT WHEN NOT OTHERWISE PERMITTED BY LAW

State law 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 cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

The district will seek parental consent through a written request before making any video recording of your child not otherwise allowed by law.

PROHIBITING THE USE OF CORPORAL PUNISHMENT

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

If you do not want corporal punishment to be administered to your child as a method of student discipline submit a written statement to the campus administrator stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus administrator. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

LIMITING ELECTRONIC COMMUNICATIONS WITH STUDENTS BY DISTRICT EMPLOYEES

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 administrator.

OBJECTING TO THE RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. This “directory information” will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the campus administrator within ten school days of your child's first day of instruction for this school year. [See the "Notices Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in the forms packet.]

The district often needs to use student information for school-sponsored purposes. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use this information for school-sponsored purposes.

For all other purposes, if you do not object to the use of your child's information the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at **Authorized Inspection and Use of Student Records** on page 14.

OBJECTING TO THE RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION (SECONDARY GRADE LEVELS ONLY)

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form, "Parent's Response Regarding Release of Information to Military Recruiters and Institutions of Higher Education," included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

PARTICIPATION IN THIRD-PARTY SURVEYS

CONSENT REQUIRED BEFORE STUDENT PARTICIPATION IN A FEDERALLY FUNDED SURVEY, ANALYSIS, OR EVALUATION

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 PARTICIPATION IN OTHER TYPES OF SURVEYS OR SCREENINGS AND THE DISCLOSURE OF PERSONAL INFORMATION

As a parent, you also 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. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or education institutions.
- 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.

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

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.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;

- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Human sexuality instruction is delivered in health classes using health course curriculum and supplemented with information provided by community and county outreach organizations.

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 administrator for additional information.

RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE IN GRADES 3-12

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).]

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 **Pledges of Allegiance** and **A Minute of Silence** on page 84 and policy EC(LEGAL).]

RELIGIOUS OR MORAL BELIEFS

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.

TUTORING OR TEST PREPARATION

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.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

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.

NOTICES OF CERTAIN STUDENT MISCONDUCT TO NONCUSTODIAL PARENT

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

STUDENT RECORDS

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.
- Teaching materials and tests used in your child’s classroom.

AUTHORIZED INSPECTION AND USE OF STUDENT RECORDS

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 9 are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents—whether married, separated, or divorced—unless the school is given a

copy of the court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student, in the following circumstances.

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, auditor, medical consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, 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 to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests, administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.

- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 9 for opportunities to prohibit this disclosure].

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The campus administrator is custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. 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 and campus administrators' offices is P.O. Drawer L, Wolfe City, TX 75496.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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 FNG(legal), **Report Cards/Progress Reports and Conferences** on page 87 and **Complaints and Concerns** on page 41 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the campus administrator's or superintendent's office or on the district's Web site at www.wcisd.net.

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 education 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.

TEACHER AND STAFF PROFESSIONAL QUALIFICATIONS

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.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

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, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five (5) excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

PARENTAL ROLE IN CERTAIN CLASSROOM AND SCHOOL ASSIGNMENTS

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).]

SAFETY TRANSFERS/ASSIGNMENTS

As a parent, you may:

- Request the transfer of your child to another classroom or campus 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. Transportation is not provided for a transfer to another campus. 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 board decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance.
[See **Bullying** on page 29, 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.

SERVICE/ASSISTANCE ANIMAL USE BY STUDENTS

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

STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION

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 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 written consent. The district must give a copy of the 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*.

Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>

The following Web sites 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>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Sondra Northcutt at 903-496-7333.

STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME

If a student is receiving special education services at a campus outside his or her attendance zone, 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 campus administrator of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

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.

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 Sandra Northcutt at 903-496-7333.

[Also see policy FB.]

SECTION II OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your child's campus administrator.

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

Age 18 and Older

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 18

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.

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 applicable subject area.

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

EXEMPTIONS TO COMPULSORY ATTENDANCE

All Grade Levels

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;
- 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,
 - Mental health or therapy appointments; or
 - 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 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 17 for that section.

Secondary Grade Levels

In addition a senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers and the student receives approval from the campus administrator prior to the absences, and
- A student serving as an election clerk, if the student makes up any work missed.

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

All Grade Levels

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) assigned by the grade placement committee and basic skills for ninth graders; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Unless specifically exempt, an enrolled student who is eligible must attend all classes which includes extended-year programs or required tutorial classes that is provided by the district for students identified as likely not to be promoted to the next grade level. Tutorials, Saturday School, Student Action Management, and any other after hour’s school are considered to be extended-year programs. Refer to Texas Education Code 25.085, 25.086, 29.084.

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:

- Has an unexcused absence from school on ten or more days or parts of days within a six-month period in the same school year, or
- Has an unexcused absence from school 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 a criminal 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 an offense.

If a student is age 18 or older, the student, may be subject to penalties as a result of the student’s violation of the state compulsory attendance law.

[See policy FEA(LEGAL)]

ATTENDANCE FOR CREDIT OR FINAL GRADE

To receive credit 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 campus administrator, 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 or a final grade 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 campus administrator, 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 at 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** on page 22 will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- 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 Attendance Review Committee can require a variety of options to grant credit. For example, attendance in the district's summer program or making up hours in Saturday School are just a few of these options.

Makeup dates for the fall and the spring semesters will be determined by campus administrators. Students who do not complete make-up hours will be denied credit. Students who qualify for regaining credit during Saturday School will be charged an administrative fee of \$5 per hour.

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

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

OFFICIAL ATTENDANCE-TAKING TIME (ALL GRADE LEVELS)

The district must submit attendance of its students to TEA reflecting attendance at a specific time each day.

Office attendance is taken every day at 9:00 a.m.

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

DOCUMENTATION AFTER AN ABSENCE (ALL GRADE LEVELS)

When a student is 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.

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 compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

[See **High School and Middle Attendance Policy** on page 26 or **Elementary School Attendance Policy** on page 27.]

DOCTOR’S NOTE AFTER AN ABSENCE FOR ILLNESS (ALL GRADE LEVELS)

Upon return to school, a student absent for more than five (5) consecutive days because of a personal illness must bring a statement from a licensed health-care provider 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 to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the campus administrator 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 absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

DRIVER LICENSE ATTENDANCE VERIFICATION (SECONDARY GRADE LEVELS ONLY)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

PLANNED ABSENCES

On all campuses, planned absences must be approved by the campus administrator one (1) week in advance for the absences to be excused.

On the high school campus, seniors are limited to two (2) college days with prior approval.

HIGH SCHOOL AND MIDDLE SCHOOL (6-12 GRADE) ATTENDANCE POLICY

Parents Must Report Absences

For an absence to be noted as excused, the circumstances must meet those approved by the Texas Education Agency and the Wolfe City ISD Board of Trustees.

- **PARENTS MUST DO BOTH OF THE FOLLOWING:**

#1--A parent **MUST** call the school office **on the day of the absence before 3:30 p.m.** and state the reason for the student's absence in order for the absence to be noted as excused.

AND

#2--A note signed and dated by the parent and stating the reason for the absence, **MUST** be brought by the student upon returning to school. The note **MUST** be received by the school office **on the day the student returns to school**. This includes notes from a licensed health-care provider.

- After the **5th day of absence** per semester with a note from the parent, the campus administrator or the campus administrator's designee will require additional documentation from a licensed health-care provider in order for the absence to be excused.
- Parents shall be notified upon the third unexcused absence per semester.
- A student with an excused absence should promptly makeup specific assignments missed and/or complete additional in-depth studies assigned by the teacher. A student who does not makeup assigned work within the time allotted by the teacher will then receive both a grade of zero (0) on the assignment plus a ZAP detention. [See **Makeup Work** on page 80.]

Tardies

- Teachers will track student tardiness. The first tardy of each semester will result in a verbal warning to the student. All further tardies will result in a detention. Three tardies will equal one (1) UNEXCUSED ABSENCE.
- If a teacher holds a student after class, the teacher will either accompany the student to the next class or send a note to explain the tardy.

Unexcused Absences

Students who receive an unexcused absence will:

#1--Be assigned Saturday School for each unexcused absence.

AND

#2--Be required to makeup all assignments in accordance with the Makeup Work Policy; however, the maximum score **will not be greater than 70**. If any missed assignments

are not made-up according to the Makeup Work Policy, then the student will also receive both a grade of zero (0) on the assignment plus a ZAP detention. [See Makeup Work on page 80.]

ELEMENTARY SCHOOL (PK-5TH GRADE) ATTENDANCE POLICY

Parents Must Report Absences

For an absence to be noted as excused, the circumstances must meet those approved by the Texas Education Agency and the Wolfe City ISD Board of Trustees.

- ***PARENTS MUST DO BOTH OF THE FOLLOWING:***

#1--A parent **MUST** call the school office **on the day of the absence before 3:30 p.m.** and state the reason for the student's absence in order for the absence to be noted as excused.

AND

#2--A note signed and dated by the parent and stating the reason for the absence, **MUST** be brought by the student upon returning to school. The note **MUST** be received by the school office **on the day the student returns to school**. This includes notes from a licensed health-care provider.

- After the **5th day of absence** per semester with a note from the parent, the campus administrator or the campus administrator's designee will require additional documentation from a licensed health-care provider in order for the absence to be excused.
- A parent note is required for early checkouts and will count towards five (5) parent notes. A student may be checked out of the Elementary School early on two occasions per each semester. Any other check-outs that have not been preapproved by the principal will be subject to an unexcused absence.
- Parents shall be notified upon the third unexcused absence per semester.
- Work made-up from excused absences must be done within the time limits set by the teacher. The student will receive zeros (0) in all classes that are missed due to an unexcused circumstance.

Tardies

- Students who are late to class will receive detention, ISS, or ECO to be assigned by the campus administrator. Three tardies will equal one (1) UNEXCUSED ABSENCE.

Unexcused Absences

Students who receive unexcused absences will:

- Receive zeros on all assignments.

NONTRADITIONAL ACADEMIC PROGRAMS

See the Campus Administrator.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (ALL GRADE LEVELS)

Wolfe City ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the district's website at www.wcisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>

AWARDS AND HONORS (ALL GRADE LEVELS)

There will be honor rolls at each campus level. Eligibility will be determined by a set of guidelines on file with each campus administrator. [See **Academic Counseling** page 44.]

High School

Students will be on the A Honor Roll if they earn an A in every class. Students will be on the A/B Honor Roll if they earn all A's and B's in every class. These students will receive various incentives throughout the grading periods.

Middle School

Students will be on the A Honor Roll if they earn an A in every class. Students will be on the A/B Honor Roll if they earn all A's and B's in every class. Students will also receive recognition for citizenship and perfect attendance. These students will receive various incentives throughout the grading periods.

Elementary School

Trophies will be given at the end of the year in various categories for students who have been enrolled at the elementary campus for the entire year.

BACKPACKS, BAGS, AND GYM BAGS

- No gym bags will be allowed in the classroom. Students must take their athletic supplies and equipment to the gym in the morning prior to any tardy bells. Students shall not bring gym bags into the main buildings.
- If a student chooses to carry a backpack, it must be stored in a safe manner at all times. (1st time – warning; 2nd time – privilege taken away)
- Backpacks with wheels are not permitted.
- Any backpacks left unattended in the hall will be taken to the office and the student will lose their privilege of carrying a backpack at the discretion of the campus administrator.

BULLYING (ALL GRADE LEVELS)

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, 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. In consultation with the student's parent, the student may also be transferred to another campus in the district. 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 or campus with the district. [Also see **Safety Transfers/Assignments** on page 18.]

A copy of the district's policy is available in the campus administrator's office, superintendent's office, and on the district's Web site. Procedures related to reporting allegations of bullying may also be found on the district's Web site.

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

[Also see **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation** on page 46, **Hazing** on page 68, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAFETERIA SERVICES (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. To apply, see the following cafeteria staff members:

High School Campus	Marcie Duncan
Middle School Campus	Marcie Duncan
Elementary Campus	Marcie Duncan

State and federal law, as well as board-adopted policies, define when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day. [For more information, see policies CO(LEGAL) and FFA(LOCAL).]

For information regarding district and campus policies during lunch and breakfast periods, see **Closed Campus** on page 91 and **Visitors to School** on page 101.

Texas Department of Agriculture School Nutrition Policy

The Texas Department of Agriculture School Nutrition Policy (TDA) prohibits parents from bringing outside lunch meals for students other than their own child. It also prohibits competition of any food product or sale during the school day. Each campus is allowed 3 exemption days for this rule. These days are selected by the campus administrator of that particular campus. For more information, visit www.squaremeals.org or contact the school.

What Is a Student Lunch?

To ensure that students select healthy meals from the choices offered, the program requires that students must take three (3) of the five (5) components with one (1) being a fruit or vegetable. A variety of milk that is offered and free of charge with any school lunch. The Learning Center and Pre-K must take milk with their lunch, but K-12 grade may make another selection. Students not selecting at least three (3) components will be charged the ala carte price for each selection.

All grades except the Learning Center and PreK will have Offer versus Serve options. These students may have a serving of each menu item, but must have at least three (3) food components with one (1) being a fruit or vegetable. Students must make the choice to accept or refuse any item.

Some snack items are available. A-la-carte items are any items other than a tray meal. This includes milk, juice, snacks, and extra tray items.

Water is available at no charge.

Family Accounts

Family accounts where all members may draw from one account are available to families with more than one student. Parents must make the choice for FAMILY or INDIVIDUAL accounts and purchases of a-la-carte items from the account. One check or money amount may be sent to be divided to more than one individual account if specified amounts are noted. Students at any campus may use a “family account.”

Charging Policy

Students are only allowed to charge the cost of 3 lunches once their account is at a zero balance. At that time, they must either bring money or a lunch from home. There are no exceptions.

Lunch Accounts

Students access their lunch accounts with a student identification number. Once money is deposited to their lunch account, it cannot be taken out unless it is for a withdrawal or refund. Parents may set limits on student accounts by contacting the Cafeteria Manager for any restrictions.

Medical Restrictions

In order for a child not to take any items on the menu, they must have a licensed health care provider's statement requesting it. For example, if a child is allergic to a food item or milk, etc., the health care provider's statement will allow them to substitute another item. Nutritional information is available by request. Cafeteria managers are available for assistance with special dietary needs.

Other Policies

In addition, the following policies will apply to district cafeteria services:

- No student will be served after the end-of-lunch or end-of-breakfast bell. This policy is to help eliminate tardiness to class. The Elementary/Middle School Cafeteria opens for service at 7:15 a.m. and the bell to go to class rings at 7:55 a.m. The High School bell rings at 7:55 a.m.
- No more than two (2) servings of an entrée or other items on the line will be served.

Cafeteria Prices

CAFETERIA PRICES			
BREAKFAST			
	High School	Middle School	Elementary School
Students	\$1.40	\$1.40	\$1.40
Reduced	\$0.30	\$0.30	\$0.30
Adult	\$3.00	\$3.00	\$3.00
LUNCH			
	High School	Middle School	Elementary School
Students	\$2.55	\$2.30	\$2.05
Reduced	\$0.40	\$0.40	\$0.40
Adult	\$2.75	\$2.75	\$2.75

ALA CARTE ITEMS			
	High School	Middle School	Elementary School
Milk/Juice	\$0.35	\$0.35	\$0.35
Entrée/lunch student	\$1.25	\$1.00	\$1.00
Entrée/lunch adult	\$1.50	\$1.50	\$1.50
Side dishes/student	\$0.50	\$0.50	\$0.50
Side dishes/adult	\$0.60	\$0.60	\$0.60
Entrée/breakfast	\$0.50	\$0.50	\$0.50

SNACKS			
High School		Middle School and Elementary School	
Ice cream	\$1.00	Ice cream	\$1.00
Drinks	\$1.00	Drinks	\$1.00
Snacks	\$0.75	Snacks	\$0.75
Cookies	\$0.50		

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grades Only)

The district offers career and technical education programs in Business Technology Education, Agricultural Science Technology Education, and Health Science Technology. Admission to these programs is based on prerequisite class completion, performance in related studies, availability, and counselor and/or instructor approval.

Business Information Management is a required courses for all students, unless otherwise determined by an ARD committee or campus administrator. Placement in this course will, in most cases, be in grade 11 or 12.

It is the policy of Wolfe City ISD not to discriminate on the basis of race, religion, color, national origin, gender, or disability in its CTE programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and 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.

These programs will be offered without regard to race, color, national origin, sex, or disability. Wolfe City ISD will take steps to ensure that lack of English language skills

will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 2 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.

CELEBRATIONS (All Grade Levels)

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. 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.

Also see **Food Allergies** on page 72.

CELL (MOBILE) TELEPHONES

See **Electronic Device's and Technology Resources** on page 53.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed by contacting the campus counselor. 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 school 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.

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

<https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>

http://www.kidshealth.org/parent/positive/talk/child_abuse.html

<http://www.taasa.org/resources-2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

High School

Valedictorian and salutatorian honors shall be determined by the highest cumulative weighted grade point average for the first seven semesters of high school work. This also includes the calculation of the top ten percent.

In order to be eligible for consideration for high school valedictorian or salutatorian, a student must have been enrolled at Wolfe City High School for the four semesters of their junior and senior years and have had continuous enrollment until graduation.

Honor graduates will be determined by the cumulative average for the first seven semesters of high school courses with a 90 or above.

Weighted grade points will be awarded according to the following schedule:

Grade	Regular	Advanced	Distinguished
100-90	3.0-4.0	5.0-6.0	7.0-8.0
89-80	2.0-2.9	4.0-4.9	6.0-6.9
79-70	1.0-1.9	3.0-3.9	5.0-5.9
Below 70	-0-	-0-	-0-

The following courses will be designated as Advanced or Distinguished and will receive the above weighted grade points per semester.

Advanced	Distinguished
Accounting	Pre-Calculus/Calculus
Business Information Management II	Human Anatomy and Physiology
Pre-Advanced Placement Courses	Physics
	Spanish 3
	Internetworking Technologies (Cisco)
	Advanced Placement Courses
	Dual Credit College Courses

All other courses which are not classified Advanced or Distinguished will receive regular grade points. Work co-ops and multi-credit courses will receive regular grade points for each credit earned.

Transfer students will only receive weighted course credit for transfer courses that match Wolfe City High School weighted courses, irregardless of weights applied at previous schools.

[For further information, see policy at EIC.]

Beginning with students who entered grade 9 in the 2014-15 school year, a new graduation program is in effect. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

Middle School

Middle School students taking courses for high school credit will earn the credit towards high school graduation; however, the grade will not be used for class ranking or GPA in high school.

CLASS SCHEDULES

CLASS SCHEDULES (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus administrator for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

[See **Schedule Changes** on page 38 for information related to student request to revise their course schedule.]

BELL SCHEDULES

High School

7:55 a.m.	First Bell
8:00 a.m.	First Period
8:46 a.m.	Break
9:00 a.m.	Second Period
9:50 a.m.	Third Period
10:44 a.m.	Fourth Period
11:30 a.m.	Lunch A
11:34 a.m.	Fifth Period - A
12:04 p.m.	Fifth Period - B
12:20 p.m.	Lunch B
12:54 p.m.	Sixth Period
1:44 p.m.	Seventh Period
2:34 p.m.	Eighth Period
3:20 p.m.	Dismissal Bell

Middle School

7:55 a.m.	First Bell
8:00 - 8:46	First Period
8:46 - 8:56	Break
9:00 - 9:48	Second Period
9:52 - 10:38	Third Period
10:42 - 11:28	Fourth Period
11:32 - 12:18	Fifth Period
12:18 - 12:48	Lunch
12:52 - 1:38	Sixth Period

1:42 - 2:28	Seventh Period
2:32 - 3:18	Eighth Period
3:18 p.m.	Dismissal Bell

Elementary

7:55 a.m.	First Bell
8:00 a.m.	Tardy Bell
3:10 p.m.	Dismissal Bell

SCHEDULE CHANGES (High School and Middle School Grade Levels)

Schedule changes are allowable only during the first ten (10) days of each semester with the approval of the campus administrator or counselor. Decisions of ARD committee meetings can result in schedule changes throughout the year.

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program*; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

*Beginning with ninth graders in the 2014-15 school year; to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Students and parents should contact the counselor for further information about the application process and deadlines.

[See also **Class Rank/Highest Ranking Student** on page 35 for information specifically related to how the district calculates a student's rank in class and **Graduation Requirements** on page 60 for information associated with the foundation graduation program].

COLLEGE (DUAL) CREDIT COURSES (Secondary Grade Levels Only)

Students in grades 9-12 may earn dual college credit through the methods listed below:

Note that if a student wishes to enroll in a community college course that also results in the award of high school credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

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

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

DISTANCE LEARNING

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

For the 2015-2016 school year, the following courses will be offered in the Distance Learning Lab located at the high school campus: English 1301, English 1302, U.S. History 1301 and 1302. The student is required to pay all tuition, fees, and textbook costs. These courses are offered through Paris Junior College. Students must meet Paris Junior College requirements to participate in this program.

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

approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery. A maximum of 12 credits may be earned through correspondence courses.

Texas Virtual School Network (TxVSN) Dual Credits (Secondary Grade Levels)

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 55.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. Unless an exception is made by the campus administrator, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

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

Concurrent Enrollment at a College Campus Dual Credits (Secondary Grade Levels)

Students can register to take classes at a college campus. Students are responsible for registering for classes and for obtaining all necessary documents needed to register for classes.

In addition, students must comply with the following college course components:

1. Proof of enrollment must be given to the counselor each semester, within one week of the beginning of the college course. Unofficial transcripts must be given to the counselor at the end of the semester.
2. Dual credit cannot be earned for a grade lower than a “C”.
3. If a grade lower than a “C” is made, the student will be placed on a full schedule for the next semester, and the student will lose early release privileges.
4. Students will not receive an advanced measure for a grade lower than a “B”. This is for students on the Distinguished Achievement Plan.
5. An official transcript with all dual credit courses must be on file by May 15, 2016, to participate in the graduation ceremony.

WOLFE CITY HIGH SCHOOL CAMPUS DUAL CREDITS

At times, a course may be offered as a dual credit class within the school day. Students wishing to take this as a college course must meet the standards set by the college offering the course and are responsible for tuition, fees, and textbook costs.

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the board 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 campus administrator's or superintendent's office.

After contacting the teacher, if the problem is not resolved, the student or parent should discuss the complaint with the campus administrator.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a written complaint and 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.

COMPUTER RESOURCES

See **Electronic Devices and Technology Resources** on page 53.

CONDUCT (All Grade Levels)

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 on district vehicles—and consequences for violation of the 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.

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 profane language or any misconduct.**
- Interference with the transportation of students in vehicles owned or operated by the district.

DETENTIONS

High School

Detentions will be assigned as a consequence for inappropriate behavior, tardies, and failure to complete assignments. Detentions will be served before school, after school, or during school, as determined by the campus administrator.

Middle School

Detentions will be assigned as a consequence for inappropriate behavior, tardies, and failure to complete assignments. For minor offenses, detentions will be served during the lunch period. Otherwise, detentions will be hosted on Monday, Wednesday, and Friday afternoons from 3:30 p.m. – 4:00 p.m. **NOTE: Failure to report to detention will result in Saturday School.**

Elementary School

Detentions will be assigned as a consequence for inappropriate behavior, tardies, and failure to complete assignments. Detentions will be assigned on Mondays, Tuesdays, or Thursdays from 3:10-4:00 p.m.

SATURDAY SCHOOL

High School and Middle School

Saturday School will be assigned as a disciplinary consequence. Saturday School will be from 8:00 a.m. – 11:00 a.m. All Saturday Schools will be served at the High School Campus. There will be no transportation provided by the district to or from Saturday School, and it is the responsibility of the student/parent.

NOTE: Failure to report to Saturday School will result in 3 days of ECO.

EXTENDED CLASSROOM OPPORTUNITY (ECO)

High School, Middle School, and Elementary School

The ECO program is designed to address specific discipline concerns with consequences assigned to students outside the normal school day so instructional time is not interrupted. It will replace traditional ISS that is served during the normal school day.

ECO is held on Monday through Thursday after school hours from 3:15 p.m. to 6:15 p.m. ECO time can only be assigned by Wolfe City ISD Administration. When ECO is assigned, the administrator will notify the parent by phone and/or by mail.

ECO time shall be scheduled at least one day in advance to allow the student time to notify parents and arrange transportation on the assigned day(s) or as agreed by parent and administrator by phone contact. It is the student's responsibility to be present at the assigned time. Failure to behave in the appropriate manner during this time will result in further disciplinary action which can include, but is not limited to, out of school suspension, placement in the Alternative Education Program (AEP), or expulsion. Students removed from ECO for disciplinary reasons will be suspended for three (3) days.

Failure to report to ECO will be reported to the campus administrator on a STUDENT DISCIPLINE REPORT and that will result in the student serving the original day plus three (3) additional ECO days. Failure to serve these additional days will result in a three (3) day suspension. When the student returns from the suspension, he/she will still be required to serve the ECO time. If there is a second no-show to ECO, the student may be assigned to DAEP.

Students are ineligible to participate or attend extracurricular events during the entire time of placement in ECO.

Students are expected to bring materials to work on, such as classroom assignments or approved reading material. Teachers are made aware that students are assigned to ECO and many choose to send work, but it is not required. When students do not bring materials, other assignments or reading materials will be provided and students are expected to work on this material. Students are allowed to eat a snack/meal at 5:00 p.m. if brought by the student. Sleeping or other inappropriate behavior is not allowed, and students making this choice will be removed immediately and assigned a three (3) day suspension. Students must also be on time. He/she will not be admitted into the ECO room after 3:15 p.m. during the week and cannot leave until 6:15 p.m.

For further information, please contact the appropriate campus administrator:

WC High School	Christopher Sheets	903-496-2891
WC Middle School	Shawn Martin	903-496-7333
WC Elementary School	Brent Fitzgerald	903-496-7333

COUNSELING

ACADEMIC COUNSELING

Elementary and Middle School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or campus administrator to learn about course offerings, graduation requirements of various programs, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

PERSONAL COUNSELING (All Grade Levels)

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 counselor should make an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[Also see **Substance Abuse Prevention and Intervention** on page 97 and **Suicide Awareness** on page 97.]

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9-12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the campus administrator or attendance committee, be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home schooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

The school counselor or campus administrator would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

[For further information, see the school counselor and policy EHDB(LOCAL).]

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2015-2016 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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. [For further information, see policy EHDC.]

Kindergarten Acceleration

See the Campus Administrator.

Students in Grades 1-5

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 students, a district administrator recommends that the

student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6-12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

AP English Composition and Literature Exam

Students who score a 3 on the AP English Composition and Literature Exam will be given a credit by exam score of 95 for 1st semester English 4. Students who score a 4 or above on the AP English Composition and Literature Exam will be given a credit by exam score of 95 for the 1st and 2nd semesters of English 4. This grade will be given advanced weight for class rank calculations.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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 campus administrator's office and in the superintendent's office, and on the district's website. [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, 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 it negatively affects the student.

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, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

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 or the harasser'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.

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.

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, campus administrator, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate districts 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.

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 will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary 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 Family Educational Rights and Privacy Act (FERPA).

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

In its efforts to promote nondiscrimination, the district makes the following statements:

Wolfe City ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability 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 staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Superintendent at 903-496-2283.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Special Education Director Sondra Northcutt, at 903-496-7333, ext 15.
- All other concerns regarding discrimination: See the superintendent: Vernon Richardson at 903-496-2283.

SERVICES FOR THE HOMELESS AND FOR TITLE I PARTICIPANTS

Other designated staff you may need to contact include:

- Liaison for Homeless Children and Youths, who coordinates services for homeless students: Elementary/Middle School Counselor Dona Gavlick at 903-496-7333.
- Parent Involvement Coordinator, who works with parents of students participating in Title I programs: Campus Administrator Brent Fitzgerald at 903-496-7333.

SERVICES FOR STUDENTS WITH DISABILITIES

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see **Student Fees** on page 56 and contact Sondra Northcutt at 903-496-7333.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)

SCHOOL MATERIALS

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

The school newspapers, *The Tracker* and *The Lone Wolf Times*, and the yearbook, *The Wolf*, are available to students.

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

NONSCHOOL MATERIALS

From Students

Students must obtain prior approval from the campus administrator before 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 nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

The campus administrator will assign a designated location for approved nonschool materials to be placed for voluntary viewing by students. [See policy at FNAA.]

A student may appeal the campus administrator's decision in accordance with policy FNG(LOCAL). Any student who posts nonschool material without prior approval will be subject to disciplinary action in accordance with the **Student Code of Conduct**. Materials displayed without the campus administrator's approval will be removed.

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 at GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus administrator for prior review. The campus administrator 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 campus administrator will assign a designated location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, 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:

- Personal hygiene should include a daily bath.
- Hair should be clean and neat in appearance. It should be groomed so as not to interfere with vision or distract others. No unusual, non-natural, or striking hairstyles will be permitted.
- All visible piercings including tongue piercings, other than jewelry worn in the ear, are prohibited. Coverage with a bandage or other covering is **not** acceptable. Plugs are also not acceptable. All non-medical oral apparatuses to include, but not limited to, "grills(z)" are prohibited.
- Skin must be free of personalized ink drawings, writing, or decorations.
- Tattoos must be covered by clothing and not visible.
- Head coverings cannot be worn in the buildings, including gymnasiums, nor will distracting articles, including but not limited to any type of head covering be it cap, hat, hood, sweatband, bandana, hair rollers, sunglasses, combs or picks. Head coverings are not permitted in the school building. Hats and head coverings taken up will remain in the office for the rest of the term.
- Only prescription eyewear can be worn in the building.
- The torso (back, chest, shoulders, and stomach) must be covered. Pants, skirts, blouses, and shirts must completely cover the mid-section of the torso when arms are raised over the head.
- No spaghetti straps, racerback, cut-backs, or similar tops can be worn to school. All shoulder sleeves/coverings must be a minimum of two (2) inches wide. Boys cannot wear sleeveless shirts.
- Transparent clothing cannot be worn where normally required covered areas become exposed. Transparent is defined as see-through, sheer fabric/clothing or

fabric/clothing that has holes. See-through fabric, sheer fabric, or holes cannot expose any areas normally required to be covered, including undergarments.

- Clothing with offensive logos or slogans, including sexually-oriented references or connotations, alcoholic or tobacco advertisements, or other prohibited content cannot be worn.
- Shirts and blouses must be properly buttoned.
- Hemlines of skirts and shorts must be in-line with the fingertips while standing upright with the arms dropped normally from the shoulders and with the garment worn at the waistline. This acceptably minimum length must be followed even if leggings, tights, hosiery, or similar clothing is worn underneath.
- Footwear must be appropriate for school and activities. All types of “house shoes” and shoes with rollers are prohibited. Students in both Agriculture Science classes and Physical Education classes will be required to wear appropriate footwear as determined by the teacher.
- All clothing should be in good repair and not provide a hazard or distraction for any student. Clothing that has holes, cuts, or tears are unacceptable if they are present in an area designated to be covered. For example, jeans with a hole above fingertip length are unacceptable.
- Pants must be worn at the waistline (1 inch below the navel). No “sag” or “baggies” will be permitted.
- Pants that may be considered as sleepwear may not be worn to school. Pajama bottoms are prohibited.
- Undergarments may not be exposed at any time.

Any clothing or grooming that is disruptive to the learning environment, as determined by a teacher or administrator, will not be in compliance with this dress code.

If determined 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, including a more restrictive dress code for that student.

School dress code will be in effect for all school sponsored trips and for the duration of the trip.

DRUG SCREENING POLICY

A student who participates in UIL athletic activities, UIL academic activities, extracurricular activities and programs, including, but not limited to, Spring Fling, Prom, and graduation activities, and who operates a motor vehicle to or from school, school events, or on school property is subject to a mandatory student drug testing program. The

WCISD Drug Screening Policy is included in the back of this handbook as Appendix II. [See **Extracurricular Activities, Clubs, and Organizations** on page 55.]

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

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 (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. The WCISD Acceptable Use Policy of Computer and Electronic Communication Resources is included in the back of this handbook as Appendix I.

UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether 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.

INSTRUCTIONAL USE OF PERSONAL TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instruction use. Students

must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES, INCLUDING CELL (MOBILE) TELEPHONES

For safety purposes, the district permits students to possess personal cell (mobile) telephones; however, these devices must not be displayed and must remain turned off during the instructional day, including during all testing unless they are being used for approved instructional purposes.

The use of cell (mobile) telephones in locker rooms or restroom areas at any time during the instructional day is strictly prohibited.

If a student needs to use the phone during the instructional day, they must go through the school office. Cell phone use during school sponsored events, other than the instructional day, is at the discretion of the school official.

During state and national testing sessions, students must adhere to the local, state, or national electronic devices policies, which may include non-possession of a cell (mobile) telephone or other electronic devices. Violations will result in the student's test being reported as unscorable.

The use of cell (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. [See **Student Code of Conduct** on page 7]

LAPTOPS OR OTHER PORTABLE COMPUTERS

Laptops or other portable computers may be used for approved educational purposes only. A student must have approval to possess telecommunications devices such as laptops, netbooks, tablets, or other portable computers, and they may only be used with the supervision of a school official.

MEDIA PLAYER DEVICES

Media Player Devices—Students are not permitted to possess or use personal media player or electronic devices such as iPods, MP3 players, pagers, radios, CD players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained.

DISCIPLINARY ACTION

In limited circumstances and in accordance with law, the student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 92 and policy FNF.]

Any disciplinary action will be in accordance with the **Student Code of Conduct** and will include confiscation of the device. For each offense, a detention will be issued and the school will charge \$15.00 for the release of the device. At the elementary campus, the device will only be released to the parent. [See policy FNCE.]

Confiscated telecommunications devices that are not retrieved by the student or student's parents will be disposed of after the notice required by law. [See policy FNCE.] The district will not be responsible for damaged, lost, or stolen telecommunications devices.

END-OF-COURSE (EOC) ASSESSMENTS

See **Graduation** on page 60 and **Standardized Testing** on page 94.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor [Also see **Transportation** and **Community Service Transportation** on page 99]

DRUG PROGRAM ELIGIBILITY

Beginning on or after the first organized meeting of any extracurricular activity for each school year, Wolfe City ISD will conduct a mandatory drug and/or alcohol-screening program for students in grades 7-12 who participate in UIL athletic activities, UIL academic activities, and extracurricular activities and programs, including, but not limited to, Spring Fling, Prom, graduation activities, and who operate a motor vehicle to or from school, school events, or on school property. [See Drug Screening Policy in Appendix II for complete program details and for consequences associated with a positive drug test.]

UIL ELIGIBILITY

WCISD is on a 9-week grading period. Therefore, report cards will be issued at the end of each 9-week period. However, in grades 6-12, eligibility must follow UIL guidelines. [See **Report Cards / Progress Reports and Conferences** on page 87 for a complete listing of important reporting dates.]

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 interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization.

Students 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 TEA at (512) 463-9681 or curriculum@tea.state.tx.us.

[See <http://www.uiltexas.edu> for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives a grade below 70 in any academic class, including college courses, may not participate in extracurricular activities for at least three (3) school weeks. UIL eligibility is determined at the end of the 1st 6-weeks of school and at the end of each 9-weeks. [See **Grading Period Dates** on page 88]
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

STANDARDS OF BEHAVIOR

Sponsors of student clubs and performing groups such as band, choir, drama, drill, cheerleader, 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.

CHEERLEADERS

For cheerleader information and policies, refer to the Cheerleader Handbook posted on the Athletics page online at www.wcisid.net.

For more information, contact the following sponsors:

Shelia Ferguson	High School Cheerleaders	903-496-7333
Shelia Ferguson	Middle School Cheerleaders	903-496-7333

FEES / FINES (All Grade Levels)

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, class rings, yearbooks, graduation announcements, 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.
- Parking fees for permits and student identification cards.
- Fees/fines for lost or damaged textbooks. Fees/fines for lost, damaged, or overdue library books.
- Fees/fines for lost or damaged student planners and locker locks.
- Fees/fines for return of confiscated telecommunication/electronic devices.
- Fees for driver training courses, if offered.
- Fees for certification exams.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 99.]
- 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 or has not been awarded a final grade 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) or a fee for other optional courses.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus administrator. [For further information, see policy FP.]

FIELD TRIPS OFF CAMPUS OR OVERNIGHT

An overnight stay may be necessary if:

- The event in question is a multiple day event.
- A 5:30 a.m. departure time from school would not result in an arrival time which would allow adequate time for a student to prepare or participate in the event.
- Departure time, after the event, would endanger the group due to driver fatigue on the return trip.

During any off campus or overnight field trip, a clearly defined curfew will be set and communicated to the students.

Trip sponsors (coaches in the case of athletic events) will work within the following guidelines for overnight accommodations:

- When proper and possible, a sponsor will be in each room, if it is feasible to have a bed for the sponsor only.
 - Proper is also defined as more than the sponsor and one student in a room.
 - Possible is also defined as meaning that an adequate number of rooms are available.
- Adjoining rooms must be reserved if available.
- If the trip includes members of both genders, the rooms should be separated as much as possible. Separate facilities (hotel/motel) may be used if all other conditions of sponsor supervision are met.
- A list of all rooms and occupants will be made and given to the sponsor in charge of the trip.

In the event that in-room supervision is not possible and adjoining rooms are not available, the following guidelines will be used:

- A sponsor must have a key to each room of the students of their same gender.
- A sponsor will make an in-room walk through at curfew and account for all students assigned to that room.
- A sponsor may make more walk-throughs/bed-checks at various times after the curfew.
- A record of all walk-through/bed-checks will be kept including date, times, and findings.
- Said record and any events that violate any part of the Student Code of Conduct must be given to the sponsor's department head and campus administrator upon returning from the event.
- Elementary field trips are limited to students in that grade level. No siblings are allowed on off-campus trips.

FUND-RAISING (All Grade Levels)

Student clubs 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 campus administrator at least fifteen (15) days before the event. [For further information, see policies FJ and GE.]

GANG-FREE ZONES (All Grade Levels)

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.

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

GRADE LEVEL CLASSIFICATION (Grades 9-12 Only)

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

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

GRADING GUIDELINES (All Grade Levels)

Teachers follow grading guidelines that have been approved by the campus administrator and superintendent 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 campus administrator in accordance with FNG(LOCAL).

Also see **Report Cards/Progress Reports and Conferences** on page 87 for additional information on grading guidelines.

RETEST POLICY

Students will have the opportunity to retest if they make below an 80 on a test. The maximum score on a retest will be 80. Teachers will require that students attend two (2) tutorial sessions before giving a retest. This will ensure that the proper reteaching and review of subject material has occurred. Students are not permitted to retest on quizzes or on semester tests.

GRADUATION (Secondary Grade Levels Only)

REQUIREMENTS FOR A DIPLOMA FOR A STUDENT ENROLLED IN HIGH SCHOOL PRIOR TO THE 2014-2015 SCHOOL YEAR

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014-15 school year must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Also see **Standardized Testing** on page 94 for more information.

REQUIREMENTS FOR A DIPLOMA BEGINNING WITH THE 2014-15 SCHOOL YEAR

Beginning with students who entered grade 9 in the 2014-15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

TESTING REQUIREMENTS FOR GRADUATION

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

Also see **Standardized Testing** on page 94 for more information.

MINIMUM, RECOMMENDED, AND ADVANCED/DISTINGUISHED ACHIEVEMENT GRADUATION PROGRAMS

For students who were enrolled in high school prior to the 2014-15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014-15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Graduation Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014-15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described on page 63:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies, including Economics	3	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1
Locally required courses	1 credit in technology applications	2 credits in technology applications	2 credits in technology applications
Electives**	6.5 credits	3.5 credits	2.5 credits
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	22 credits	26 credits	26 credits

*A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

**State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

***A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Guidelines for original research projects should be requested from the counselor. A senior choosing to use the original research project as an advanced measure must have started the project by February 1 and completed the project by May 15. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

FOUNDATION GRADUATION PROGRAM

Every student in a Texas public school who entered grade 9 in the 2014-15 school year and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 65. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Aspire, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014-15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	1 credit in technology applications	1 credit in technology applications
Electives	5	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry

		Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student’s transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

***Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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

PERSONAL GRADUATION PLANS FOR STUDENTS UNDER THE FOUNDATION GRADUATION PROGRAM

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of a least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will denote an appropriate course sequence based on the student’s choice of endorsement.

Please also review TEA’s Graduation Toolkit, available here:
<http://tea.texas.gov/communications/brochures.aspx>.

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

AVAILABLE COURSE OPTIONS FOR ALL GRADUATION PROGRAMS

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at the secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

CERTIFICATES OF COURSEWORK COMPLETION

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

STUDENTS WITH DISABILITIES

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

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

[See policy FMH(LEGAL)]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area.

GRADUATION ACTIVITIES

Graduation activities at the high school are a privilege, not a right. The privilege to participate in graduation activities is subject to the district's Drug Screening Policy. [See Drug Screening Policy in Appendix II for complete program details and for consequences associated with a positive drug test.] Graduation activities may include:

- Baccalaureate Program
- Commencement Exercises

GRADUATION SPEAKERS

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

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

[For student speakers at other school events, see **Student Speakers** on page 97.]

[See FNA(LOCAL) and the Student Code of Conduct.]

GRADUATION EXPENSES

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 56.]

SCHOLARSHIPS AND GRANTS

- Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Students seeking financial aid are strongly encouraged to complete the FASFA (Free Application for Federal Student Aid) by the end of April. Eligibility for financial aid, to include local scholarships, may be dependent on the completion of the FAFSA.
- Contact the counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

HAZING (All Grade Levels)

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 campus administrator or superintendent.

[Also see **Bullying** on page 29 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

STUDENT ILLNESS (All Grade Levels)

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. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, 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 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 your child should stay home.

IMMUNIZATION (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious

belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Division, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, TX 78714-9347; or online at <https://corequest.dshs.texas.gov/>.

The form must be notarized and submitted to the campus administrator or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or campus administrator so that other students who might have been exposed to the disease can be alerted.

Your child may not return to school until fever free for 24 hours (less than 100.4 oral) without the use of Antipyretics such as Tylenol (acetaminophen); Advil/Motrin (Ibuprofen); etc. (It is not recommended to give children or teenagers Aspirin because it can cause Reye's syndrome, a life-threatening illness).

If your child has vomiting or diarrhea, they will need to stay home until they are no longer having these problems.

If your child is taking/using antibiotics for Strep throat, Pink Eye, Impetigo, Staph. infections or other bacterial infections, they will need to stay home until they have been taking/using the antibiotic for 24 hours.

The school nurse or the campus administrator's office can provide information from the Department of State Health Services regarding these diseases and conditions.

Head Lice (Pediculosis) (All Grade Levels)

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchase from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss he treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Following are the administrative procedures for controlling head lice:

- Any child found with lice or eggs will immediately be sent home.
- A handout will be sent home concerning the problem with directions for removal of lice.
- Before the child can return to the classroom, he/she must be checked for lice by the nurse. If the nurse is not present, then that duty falls to the teacher and campus administrator.
- Before the child can return to the classroom, all nits and any visible traces of lice must be removed. If not, the child must be sent back home.
- When a child is found with lice, then the nurse will check the entire classroom for lice. If the nurse is not present, then that duty falls to the teacher and campus administrator.
- All siblings of the infested child will also be checked for lice. If any of the siblings are infested, then their entire classroom will be checked.
- Proof of special lice shampoo usage must be presented to the nurse and campus administrator upon return to the school. (Example: empty shampoo (lice) bottle or doctor's note)

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide 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 common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- What are the symptoms?

Someone with 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 old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. 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 are 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. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- What should you do if you think you or a friend might have bacterial meningitis?
You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

*Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination prior to taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Also refer to **Immunizations**, on page 68, for more information.

FOOD ALLERGIES (All Grade Levels)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly 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 or campus administrator if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, 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 information 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 in safely accessing the school environment. The district's food allergy management plan can be accessed by contacting the district superintendent.

Also see policy FFAF and **Celebrations** on page 34

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 policy at FFAC.]

STEROIDS (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uiltexas.org/health/steroid-information>.

PHYSICAL FITNESS ASSESSMENT (Grades 3-12)

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

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics' Participation (Secondary Grades Levels Only)

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required to be submitted annually to the district.

Also see policy FFAA.

PHYSICAL ACTIVITY REQUIREMENTS

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 at least 30 minutes per day or 135 minutes per week.

For additional information on the district's requirements and programs regarding elementary school student physical activity requirements please see the campus administrator.

Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle school will engage in moderate or vigorous physical activity at least 30 minutes per day or 135 minutes per week.

For additional information on the district's requirements and programs regarding middle school student physical activity requirements, please see the campus administrator.

SCHOOL HEALTH ADVISORY COUNCIL (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held three meetings. Additional information regarding the district's SHAC is available from the superintendent's office.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 11 for additional information.]

STUDENT WELLNESS POLICY/WELLNESS PLAN (All Grade Levels)

WCISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the school nurse about the content or implementation of the district's wellness policy and plan.

VENDING MACHINES (All Grade Levels)

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. For more information regarding these policies and guidelines see the campus administrator. [See policies at CO and FFA.]

OTHER HEALTH-RELATED MATTERS

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

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 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.]

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Vernon Richardson, the district's designated asbestos coordinator, at 903-496-2283.

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to 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 the Maintenance Director, the district's IPM coordinator, at 903-496-7333.

HOMELESS STUDENTS (All Grade Levels)

For more information on services for homeless students, contact the district's homeless education liaison, Counselor Dona Gavlick, at 903-496-7333.

HOMEWORK

Homework is an absolute necessity for the successful mastery of the objectives taught in the classroom. Completing assignments is also a behavior that WCISD feels is an important aspect in preparing students for the rigors of both post-secondary education and for the job market. Therefore, completing assignments is mandatory.

Consequences for students who fail to complete assignments are as follows:

High School and Middle School

- Assignments are late when not completed by the **beginning of the class** on the established deadline, usually the next day. [See **Makeup Work** for both excused and unexcused absences on page 80.]
- Late work will be accepted one day late for a maximum grade of 70. The assignment will be graded as normal and then 30 points will be deducted from that grade.
- No assignments will be accepted after the additional day. After the additional day, the student will receive a zero (0) on the assignment plus a ZAP detention. [See **ZAP** in the Glossary on page 103.]

- The late work policy and ZAP policy are subject to modifications as determined by the campus administrator.

Elementary School

- Assignments are late when not completed by the **beginning of the class** on the established deadline, usually the next day. [See Makeup Work for both excused and unexcused absences on page 80.]
- Work turned in no later than the next day's class period will have 30 points deducted. Work turned in after that time will receive a zero (0).
- Work made-up from excused absences must be done within the time limits set by the teacher. The student will receive zeros (0) in all classes that are missed due to an unexcused circumstance.

ILLNESS

[See **Student Illness** under **Health-Related Matters** on page 68.]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the campus administrator 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 campus administrator 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 campus administrator ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the campus administrator considers to be a valid objection.
- The campus administrator ordinarily will be present unless the interviewer raises what the campus administrator 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 campus administrator 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 campus administrator will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the campus administrator considers to be a valid objection to notifying the parents. Because the campus administrator 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.

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 of 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) GRAA(LEGAL).]

LEAVING CAMPUS (All Grade Levels)

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 campus administrator 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:

A student who will need to leave school prior to his or her regular release time must bring a note from his or her parent that morning or be released by a phone call from his or her parent, and they must follow the campus sign-out procedures before leaving the campus.

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 areas 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.

At the elementary campus, students are limited to two (2) early check-outs per semester for personal business. These check-outs will require a parent note and will count towards five (5) parent notes. [See **Elementary Attendance Policy** on page 27.]

For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

At the high school campus, students are limited to two (2) check-outs per semester for personal business. Also, students are not permitted to check out to go to lunch. The campus administrator or designee will determine if the reason for checking out is considered personal business. After the second check-out, students will receive a detention. [See **Closed Campus** on page 91.]

Early release shall be limited to senior students pursuing college credit and students as determined by an ARD committee. [See **Loitering After Dismissal** on page 90.]

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse or office. If the school nurse or other district personnel determines that the student should go home, the nurse or other district personnel 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 or campus administrator's designee 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.

DURING LUNCH

See **Closed Campus** on page 91.

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 campus administrator.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the **Student Code of Conduct**.

LATE ARRIVAL TO SCHOOL

A student who is tardy to class will receive a detention and will be disciplined in accordance with the campus attendance policy. Repeated instances of tardiness will result in more severe disciplinary action. See **High School and Middle School Tardies** on page 26 and **Elementary School Tardies** on page 27

LIBRARY (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for student use during the following times with a teacher permit:

- Monday through Friday, 7:45 to first bell
- Monday through Friday, dismissal bell to 3:30 p.m. (Elementary Library closes at dismissal bell).
- Special days and times are possible by contacting the District Librarian.

Computers in the library are available for educational purposes only. All students must adhere to Wolfe City ISD's Acceptable Use Policy of Computer and Electronic Communication Resources. [See Appendix I.]

LIMITED ENGLISH PROFICIENT STUDENTS (All Grade Levels)

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** on page 94, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. 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.

LOCKERS

- All High School and Middle School students will be required to use a lock on their locker. Combination locks will be provided free of charge at the beginning of the school year, and only these school-issued locks may be used on student's lockers. Students who lose their locks will be charged a \$5 fee.
- Students are not allowed to tape or stick anything on the outside of their locker unless approved by the campus administrator.
- All students will be provided a locker; therefore, students are prohibited from sharing lockers.

LOST AND FOUND (All Grade Levels)

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.

MAKEUP WORK AND LATE WORK

MAKEUP WORK BECAUSE OF ABSENCE (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not

make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit.” [See also **Attendance for Credit or Final Grade** on page 23.]

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

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

Excused Absences

Makeup work for **excused absences** will be assigned after the student returns to school. All makeup work must be completed within a period of time equivalent to the period of absence after the assignment is made. If a student is absent for an extended period of time, provisions should be made with the teacher to pick up work periodically. Requesting makeup work assignments is the responsibility of the student.

At the high school and middle school, if missed assignments and tests are not made-up within a period of time equivalent to the period of absence, the student will receive a 30-point penalty on the first late day and a 50-point penalty on the second late day. If the assignment is not turned in after the second late day, then it is recorded as a zero (0) and the student will receive an office referral.

At the elementary school, students will receive a zero (0) if missed assignments are not made-up within the equivalent time. [See **Late Work** on page 82.]

Unexcused Absences

At the high school and middle school, makeup work for **unexcused absences** is still mandatory. Students must makeup assignments and tests in accordance with the Makeup Work Policy; however, the maximum score will not be greater than 70. Also, if missed assignments and tests are not made-up according to the Makeup Work Policy, the student will then receive a zero (0) plus an office referral. [See **Late Work** on page 82.]

At the elementary school, makeup work for unexcused absences is not accepted.

Credit will be denied in any class that a student has nine (9) unexcused absences for the semester. These absences cannot be made-up by attending Saturday School.

LATE WORK

High School and Middle School

Assignments are late when not completed by the **beginning of the class** on the established deadline, usually the next day. [See Makeup Work for both excused and unexcused absences on page 80.]

- Late work will be accepted one day late for a maximum grade of 70. The assignment will be graded as normal and then 30 points will be deducted from that grade.
- After the second late date, work will be accepted for a maximum grade of 50. The assignment will be graded as normal and then 50 points will be deducted from the grade.
- No assignments will be accepted after the second late day. The student will receive a zero (0) on the assignment plus an office referral. [Refer to ZAP in the Glossary on page 103.]

Elementary School

All work not turned in **at the beginning of the class period** the day it is due is considered late. Work turned in no later than the next day's class period will have 30 points deducted. Work turned in after that time will receive a zero (0).

AEP OR DAEP OR ECO MAKEUP WORK (All Grade Levels)

A student removed to a alternative education program (AEP) or disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

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

MEDICINE AT SCHOOL (All Grade Levels)

Students are not permitted to possess and/or administer prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements.

The district will not purchase medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policy FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
 - Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

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

A student 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 to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or campus administrator for information. [See policy FFAF(LEGAL).]

PLANNERS

Students in grades 6th through 12th may be issued a student planner. Teachers use the planners as an organizational tool for students, as well as a communication tool with parents.

The planner may also be used to implement the “Wolf Plan.” This plan is for students who are not performing satisfactorily academically.

WOLF PLAN

If a student is not performing satisfactorily academically, the campus administrator has the option of placing the student on the “Wolf Plan.” This plan will enhance communication between students, parents, and teachers.

- The campus administrator will send notice to all of the student’s teachers. The campus administrator will also have a conference with the parent to explain the procedures of the Wolf Plan.
- In the student’s planner, teachers will initial to the right of the student’s correctly written assignment.
- Parents will review the student’s planner and sign the planner on the allocated parent signature line. Parents will also sign the completed work.
- Teachers will check both the student’s planner and the student’s completed work for parent signatures the following day. If there are no signatures, the parent will be contacted by the teacher.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

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 campus administrator to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 12.]

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 (All Grade Levels)

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.

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, to include passing all state mandated tests including STAAR and TAKS (for grades 10 and 11). To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards, pass all sections of state-mandated tests, and be in compliance with the 90% attendance rule.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification** on page 59.]

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STARR), 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.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will be required to take an applicable state mandated assessment for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 94.]

A student in grade 5 or 8 will have two additional opportunities to take a failed test. If a student fails a second time, a grade placement committee, consisting of the campus administrator 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 a student in grade 5 or 8 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 policy 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 campus administrator, counselor, or special education director.

Parents of a student at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams 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 Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the campus administrator. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor and policy EIF(LEGAL)] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans for Students Under the Foundation Graduation Program**.

In addition, students must meet the following promotion standards established by the district in order to be promoted:

High School

A student may receive credit on the basis of academic achievement, to include passing state-mandated tests. To earn credit in a course, a student must receive a grade of 70 based on course-level or grade-level standards, pass the subject area state-mandated test, if any, and be in compliance with the 90% attendance rule. In some cases, students will be given the opportunity to re-gain credit through credit recovery programs such as computer-based instruction or during the summer program. See the campus administrator for information on course offerings.

Students in grade 11 must pass the secondary exit-level assessment in English language arts, mathematics, social studies, and science in order to receive a diploma or participate in graduation activities. A student who does not pass the exit-level assessment will have additional opportunities to take the test. 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 campus administrator, counselor, or special education director.

High School and Middle School

Students who fail any portion of the STAAR or TAKS (for grade 11) test will be denied credit in the subject area they failed, unless they complete an intensive summer program in which the student demonstrates acceptable attendance and participation. For example, if a freshman student fails the math portion of the STAAR, they will be denied credit in their math course, usually Algebra I, regardless of the grade made in that class, unless they attend the summer program. [See **Summer School** on page 98.]

Middle School

A student must pass four out of five core subjects (English, Math, Science, Reading, and Social Studies) and must have a cumulative average of 70 in all courses.

Middle School and Elementary School

Parents of students who do not perform satisfactorily on the STAAR exams in grades 5 and 8 will be notified that their child will participate in special instructional programs designed to improve performance. These students will also have two additional opportunities to take the test. If the student fails a second time, a grade placement committee, consisting of the campus administrator 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. 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.

Elementary School

A student must pass math and reading to be promoted to the next grade. He/she must also exhibit grade level scores on end of the year testing and meet attendance requirements to be promoted.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks according to the schedule in the table below.

Progress reports are also issued according to the schedule in the table below. Parents will be given an unsatisfactory progress report if their child's performance in any course OR

in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of any grading period, the parent may request or be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 3 for how to schedule a conference.]

GRADING PERIOD DATES

The important dates to remember with respect to progress reports and report cards are as follows:

	Grading Period	Grading Period Ends	Report Sent Home
	Progress Report 1	September 11, 2015	September 18, 2015
UIL	Progress Report 2	October 2, 2015	October 9, 2015
UIL	Report Card 1 1st 9-Weeks	October 23, 2015	October 30, 2015
	Progress Report 3	November 13, 2015	November 20, 2015
	Progress Report 4	December 11, 2015	December 18, 2015
UIL	Report Card 2 2nd 9-Weeks	January 15, 2016	January 22, 2016
	Progress Report 5	February 5, 2016	February 12, 2016
	Progress Report 6	February 26, 2016	March 4, 2016
UIL	Report Card 3 3rd 9-Weeks	March 24, 2016	April 1, 2016
	Progress Report 7	April 15, 2016	April 22, 2016
	Progress Report 8	May 6, 2016	May 13, 2015
Final	Report Card 4 4th 9-Weeks	May 26, 2016	June 4, 2016

[See **UIL Eligibility** on page 55.]

Report cards and progress reports must be signed by the parent and should be returned to the school within 7 days. Students who do not return report cards and progress reports within the time limit will receive a detention.

[See **Grading Guidelines** on page 59 for more information.]

MANDATORY TUTORING

Students who are failing a class at **any** progress reporting period will be required to attend mandatory tutoring until they are passing all their classes at the next progress reporting period.

Attendance in mandatory tutoring will be enforced in accordance with the provisions of Texas Education Code 25.085, 25.086, 29.084.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

SAFETY (All Grade Levels)

Student safety on campus, 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 campus administrator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the campus administrator 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.

ACCIDENT INSURANCE

Soon after school opens, 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.

Except for the purchase of insurance against bodily injury sustained by students while training for or engaging in interscholastic athletic competition or while engaging in school-sponsored activities on a school campus, the district, under state law, cannot pay for medical expenses associated with a student's injury.

PREPAREDNESS DRILLS: EVACUATION, SEVERE WEATHER, AND OTHER EMERGENCIES

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

EMERGENCY MEDICAL TREATMENT AND INFORMATION

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to

complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

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 because of severe weather or another emergency.

The district's automated telephone calling system will be used to provide notification of school closings due to bad weather or other unforeseen circumstances.

Also, the following radio stations will be notified of school closings due to bad weather or other unforeseen circumstances:

KGVL - 1400 AM in Greenville, Texas

KIKT – 93.5 FM in Greenville, Texas

SCHOOL FACILITIES

USE BY STUDENTS BEFORE AND AFTER SCHOOL (All Grade Levels)

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

The following areas are open to students before school beginning at 7:30 a.m.

- High School – Cafetorium
- Middle School – Gym and Multipurpose Center
- Elementary School – Auditorium and Multipurpose Center

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

After dismissal of school in the afternoon, unless a student is 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.

LOITERING AFTER DISMISSAL

Loitering or standing on district premises after dismissal is not permitted. All students must leave school property immediately after the end-of-day dismissal bell.

On the high school campus, loitering after dismissal also refers to students who are in an early release college class program, early release work program, or early release special education work program. These students must leave school property at their designated dismissal times.

If any student is engaged in after-school activities such as play rehearsals, club meetings, athletic practices and events, and special programs, study groups, or tutorials, they should report immediately to the teacher of that school-sponsored activity. Loitering on district premises after the activity is concluded is not permitted.

CONDUCT BEFORE AND AFTER SCHOOL (All Grade Levels)

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 and events, and special programs, 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.

USE OF HALLWAYS DURING CLASS TIME (All Grade Levels)

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**.

CLOSED CAMPUS

Wolfe City ISD campuses are all closed campuses. Once students are on campus, they will remain on campus until the end of the school day.

Parking Lot

Students who drive to school must park in the student parking area. For the high school campus, the student parking lot is located at the back of the campus. Once on campus, students must park their vehicles and are not permitted to remain in their cars. The parking lot is not a place for students to gather or socialize. If a student needs to return to their parked vehicle during the day, the student must first get permission from the campus administrator's office.

Students will be issued parking permits. Students must present proof of insurance and license. A fee of \$10 will be charged for each permit, including replacement. Students must park properly in marked spaces. Also, students who operate a motor vehicle to or from school, school events, or on school property are subject to the district's mandatory student drug testing program. [See Drug Screening Policy in Appendix II for complete program details and for consequences associated with a positive drug test.]

Lunch and Breakfast Period

Students are not permitted to have lunch or breakfast delivered to the school. Also, students are not permitted to check out to go to lunch. Only a parent may eat lunch or breakfast with a student; however, they must follow the Visitors to School Policy. Other family members must be approved in advance by the campus administrator and they must also follow the Visitors to School Policy. [See **Visitors to School** on page 101.]

A nutritious lunch and breakfast program is provided for the students. An area will be provided for students to store their food if brought from home. All lunches and breakfasts will be eaten in the cafeteria/cafetorium areas. At the high school, middle school, and elementary school, no food or drink will be permitted in any classroom, hallway, locker area, or gymnasium at any time, unless at the teacher's discretion for special events. Snacks purchased from vending machines on campus must be eaten in the cafeteria/cafetorium. At the middle school, no snacks, soft drinks, or other foods of minimal nutritional value can be purchased until after school.

MEETINGS OF NONCURRICULUM-RELATED GROUPS (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the campus administrator before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the campus administrator's office.

USE OF FACILITIES BY NON-SCHOOL RELATED GROUPS

Using school facilities after hours requires additional utility costs, labor, and clean-up expense. The cost of using a school facility, such as a gym or auditorium, will be \$25 per hour with a four-hour minimum for all non-school related organizations, clubs, or groups as determined by the campus administrator. There will be a refundable \$100 deposit required to make the initial reservation. Please contact the campus administrator for reservations and for more information.

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.

STUDENTS' DESKS AND LOCKERS (All Grade Levels)

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 cause to believe that they contain articles or materials prohibited by board 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.

ELECTRONIC DEVICES (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal 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.

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 53 for more information.]

VEHICLES ON CAMPUS (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the **Student Code of Conduct**.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

If a student refuses consent to the search of their vehicle, they will be denied driving access on school grounds for a period of time as determined by the campus administrator. If the campus administrator feels that the inability to search a vehicle is a possible security threat, the car will be towed from the premises at the owner's expense. [See also the **Student Code of Conduct**.]

TRAINED DOGS (All Grade Levels)

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.

METAL DETECTORS (All Grade Levels)

[For further information, see policy FNF(LOCAL).]

DRUG-TESTING (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 73.]

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

SOCIAL EVENTS

Social events are a privilege, not a right. 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. The privilege to participate in Spring Fling and Prom activities is subject to the district's Drug Screening Policy. [See **Drug Screening Policy** in Appendix II for complete program details and for consequences associated with a positive drug test.]

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.

SPECIAL PROGRAMS (All Grade Levels)

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 counselor.

PARENTS OF STUDENTS WITH DISABILITIES

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information contact District Special Education Director Sondra Northcutt at 903-496-7333.

STANDARDIZED TESTING

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT. More information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment.

The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

Mathematics, annually in grades 3-8

Reading, annually in grades 3-8

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

Science in grades 5 and 8

Social Studies in grade 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. See **Promotion and Retention** on page 85 for additional information.

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

STAAR Alternate 2, 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.

High School Courses--End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments will be administered for the following courses:

Algebra I

English I and English II

Biology

United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an ECO assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

For students who met satisfactory but still wish to voluntarily retake an assessment, see the district testing coordinator for district procedures.

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

STAAR Alternate 2, for students receiving special education services who meet certain criteria established by the state, will be available for eligible students, as determined by the student's ARD committee.

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

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

Additional information will be provided to students and parents prior to the spring 2016 administrations.

Also see **Graduation** on page 60 for additional information.

EXEMPTIONS AND RETEST POLICIES FOR STATE-MANDATED TESTS

In order to take college classes, students must complete a college readiness exam(s). High school students may be exempt from state-mandated testing if they meet the

qualifying standards on the 11th grade TAKS test, the SAT, or the ACT. See the counselor for more details.

For detailed information concerning exemptions and retesting for state-mandated tests, contact the district assessment coordinator, Billy Eldridge. A copy of the state testing calendar can be located at www.tea.state.tx.us.

STUDENTS IN FOSTER CARE (All Grade Levels)

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 the superintendent, who has been designated as the district's foster care liaison, at 903-496-7333 with any questions.

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce designated school events.

If a student meets the eligibility criteria and wishes to introduce one of the school events, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 60 for information related to student speakers at graduation ceremonies.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

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 Web site:

<http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS (All Grade Levels)

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.

SUMMER SCHOOL

Summer School for 2016 will be during the first four weeks of June, with specific dates and times to be determined by the district depending on student needs. It will be Monday through Thursday from 8:00 a.m. to 12:00 p.m.

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

See **Standardized Testing** on page 94.

TARDINESS

See *Tardies* for High School and Middle School on page 26 and for Elementary School on page 27.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

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. Appropriate book covers will be provided by the district; “stretchy” fabric covers are not permitted. 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 by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFER POLICY

NONRESIDENT

Transfer students will be considered if space is available.

The campus administrator will review and determine if the following conditions have been satisfactorily met:

1. Acceptable academic record including passing TAKS scores
2. Compliance with compulsory and 90% attendance rules
3. Acceptable disciplinary record

Accepted student transfers can have their transfer status revoked if the campus administrator determines any one of the three conditions are not being met while at Wolfe City ISD.

UNSAFE SCHOOLS

Each district receiving assistance under Title I, Part A of the Elementary and Secondary Education Act (20 U.S.C 6301 et seq.) must allow a student to attend a safe public elementary or secondary school within the district, including a public charter school, if the student:

1. Attends a persistently dangerous public elementary or secondary school, as defined by the state's education agency; or
2. Becomes a victim of a violent criminal offense while in or on the grounds of the school the student attends.

No Child Left Behind Act of 2001, 20 U.S.C. 7912. FDD(LEGAL)-P

[See **School Safety Transfers**, on page 18, and **Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education** on page 18, for other transfer options.]

TRANSFERS (All Grade Levels)

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

See **Safety Transfers/Assignments**, on page 18, **Bullying**, on page 29, and **Students Who Have Learning Difficulties or Who Need or May Need Special Education**, on page 18, for other transfer options.

TRANSPORTATION (All Grade Levels)

SCHOOL-SPONSORED TRIPS

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the campus administrator, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

COMMUNITY SERVICE TRANSPORTATION

Students who participate in community service projects may be asked to provide their own transportation to and from the community service location. It is the responsibility of the student/parent to provide such transportation.

BUSES AND OTHER SCHOOL VEHICLES

The district makes school bus transportation available subject to certain restrictions to all students living in the district. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school. 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. Further information may be obtained by calling the school office.

The district has identified areas where hazardous conditions exist for students who live within two miles from the campus. Because students in the areas might encounter hazardous conditions when traveling to and from school independently, the district may provide transportation to these students. Please contact the superintendent for additional information.

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 the campus administrator.

If a student intends to ride a bus that they are not assigned to, they must gain approval from a campus administrator. The parent is required to provide a note to the administrator no later than noon on the day the student wishes to ride. The note will be filed by the administrator and a bus pass will be given to the student. Students who do not have a bus pass will not be allowed admittance onto the bus. The only exceptions will include:

1. students riding to the high school to serve detention
2. students going to daycare providers, as approved by the parent and campus administrator
3. Students may be allowed to ride for other school functions or events at the discretion of the district such as athletics practice, UIL/OAP, etc.

See the **Student Code of Conduct** for provisions regarding transportation to the disciplinary alternative education program (DAEP).

Students are expected to assist district staff in ensuring that buses 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 vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco on any district vehicle.
- Observe all usual classroom rules.

- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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

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

VANDALISM (All Grade Levels)

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 (All Grade Levels)

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

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

VISITORS TO THE SCHOOL (All Grade Levels)

GENERAL VISITORS

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the campus administrator’s office and must comply with all applicable district policies and procedures.

Visits to individual classrooms during instructional time are permitted only with approval of the campus administrator 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. Visits to lunch periods are restricted to parents and grandparents and they must first report to the campus administrator’s office. [See **Closed Campus** on page 91.]

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

VISITORS PARTICIPATING IN SPECIAL PROGRAMS FOR STUDENTS

On career days and advisory days, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS (All Grade Levels)

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 administrator for more information and complete and application.

VOTER REGISTRATION (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL (All Grade Levels)

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 campus administrator's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to ensure a clear library record; to the clinic or office for health records; to the campus secretary for the last report card and course clearance; and finally, to the campus administrator. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

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.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

AEP stands for alternative education program.

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 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. Students in the DAEP will be separated from students not assigned to the program. The DAEP will focus instruction on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

ECO stands for Extended Classroom Opportunity, a program designed to address specific discipline concerns with consequences assigned to students outside the normal school day so instructional time is not interrupted. It replaces traditional ISS that is served during the normal school day.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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 district-wide 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.

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014-15 school year, and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

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.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

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-A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR 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 the 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 a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the campus administrator or another administrator to place the student in a disciplinary alternative education program. It outlines conditions for out-of-school suspension and for expulsion, and states whether self-defense is a consideration in suspension, DAEP placement, or 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-grade12.

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 non-profit organization that oversees educational extracurricular academic, athletic, and music contests.

ZAP refers to a detention used as a consequence for not submitting assignments on time.

Wolfe City ISD

STUDENT CODE OF CONDUCT

STUDENT CODE OF CONDUCT

PURPOSE

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Wolfe City ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district's website. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district's board of trustees it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code will prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

SCHOOL DISTRICT AUTHORITY AND JURISDICTION

CAMPUS BEHAVIOR COORDINATOR

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator in the student handbook or on the district's website at www.wcisd.net.

School rules and the authority of the district to administer discipline 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:

1. During the regular school day and while the student is going to and from school on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

REPORTING CRIMES

The principal or campus behavior coordinator and other school administrators as appropriate will report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

'PARENT' DEFINED

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

PARTICIPATING IN GRADUATION ACTIVITIES

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus administrator or senior sponsor. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP—Restrictions During Placement** on page 22 for information regarding a student assigned to DAEP at the time of graduation.

STANDARDS FOR STUDENT CONDUCT

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

GENERAL CONDUCT VIOLATIONS

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Suspension, DAEP Placement, Placement and/or Expulsion for Certain Serious Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

DISREGARD FOR AUTHORITY

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

MISTREATMENT OF OTHERS

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms)
- Engaging in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, including requests for sexual favors directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary)
- Cause an individual to act through the use of or threat of force (coercion).

- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

PROPERTY OFFENSES

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion)
- Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery and theft see DAEP Placement and Expulsion)

POSSESSION OF PROHIBITED ITEMS

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- An air gun or BB gun;
- Ammunition;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component part, or accessory for an e-cigarette device;
- Pseudo-, electronic, or other look-a-like tobacco products intended to replace tobacco products, or products designed to defeat the prohibition of tobacco use or possession;

- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion)

POSSESSION OF TELECOMMUNICATIONS OR OTHER ELECTRONIC DEVICES

Students shall not:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device including, but not limited to, iPods, MP3 players, electronic games, etc., on school property during the school day in violation of district and campus rules. Students may only use the devices at the direction of a teacher or during periods prescribed as acceptable by campus administration and policy.
 - Each Offense – Detention plus \$15.00. At the elementary campus, the device will only be released to the parent.

In addition to the above consequences, if the possession of a telecommunication device occurs during any state or national testing sessions and violates any local, state, or national electronic devices policies, the student’s test will be reported as unscorable.

ILLEGAL, PRESCRIPTION, AND OVER-THE-COUNTER DRUGS

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia”)
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse”)
- Abuse over-the-counter drugs. (See glossary for “abuse”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

MISUSE OF TECHNOLOGY RESOURCES AND THE INTERNET

Students shall not:

- Violate policies, rules, or agreements signed by the student or by the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district computer equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or websites at school to encourage illegal behavior or threaten school safety.

SAFETY TRANSGRESSIONS

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.
- Operate a motor vehicle in a reckless or unsafe manner.

FIELD TRIP / OVERNIGHT STAY MISCONDUCT

It is a violation of the Student Code of Conduct to participate in or exhibit any of the following behavior:

- Be out of your assigned area after the curfew established by the event sponsor or group chaperon.
- To fail to report a violation of said curfew.
- Enter the room of someone of the opposite sex, for any reason at anytime.
- Consume, possess, buy or sell tobacco products, drugs or alcohol.

Anyone failing to report a violation of any part of the Student Code of Conduct to the event sponsor shall assume the same degree of responsibility as those committing the offense.

MISCELLANEOUS OFFENSES

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Consume, possess, buy or sell tobacco products.
- Engage in Public Display of Affection (PDA). PDA includes, but is not limited to, holding hands, kissing, sitting in laps, and other displays.
- Falsify records, passes, or other school-related documents.
- Operate a motor vehicle without a valid Texas Drivers License and Proof of Financial Responsibility.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violating other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

DISCIPLINE MANAGEMENT TECHNIQUES

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

STUDENTS WITH DISABILITIES

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

TECHNIQUES

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.

- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Saturday School.
- Sending the student to the office or other assigned area, or to in-school suspension.
- In School Suspension (ISS) / Extended Classroom Opportunity (ECO)
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

NOTIFICATION

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall

send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

APPEALS

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.wcisd.net. Consequences will not be deferred pending the outcome of a grievance.

REMOVAL FROM THE SCHOOL BUS

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

ROUTINE REFERRAL

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

FORMAL REMOVAL

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the appropriate administrator will schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The student shall have an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school Suspension / Extended Classroom Opportunity.
- Saturday school.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

RETURNING STUDENT TO CLASSROOM

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

OUT-OF-SCHOOL SUSPENSION

MISCONDUCT

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

PROCESS

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student will have an informal conference with the campus behavior coordinator or appropriate administrator who shall advise the student of the conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension will be determined by the campus behavior coordinator, but will not exceed three school days.

In deciding whether to order out-of-school suspension, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

Summer programs provided by the district will serve students on a case-by-case basis to be determined by the campus administrator. The campus administrator will determine if the district will serve students assigned to a DAEP in conjunctions with other students or separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary).
- Involvement in criminal street gang activity. (See glossary)
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical conduct.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

MANDATORY PLACEMENT: MISCONDUCT THAT REQUIRES DAEP PLACEMENT

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or terroristic threat involving a public school (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.

- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

SEXUAL ASSAULT AND CAMPUS ASSIGNMENTS

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

EMERGENCIES

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a non-emergency basis.

PROCESS

Removals to a DAEP will be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator will schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator will inform the student, orally or in writing, of the reasons for the removal and will give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator will write a placement order. A copy of the DAEP placement order will be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee will deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order will give notice of the inconsistency.

Students placed in DAEP will be provided a copy of the WCISD DAEP Handbook.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at not cost to the student. The notice shall include information regarding all methods available for completing the coursework.

LENGTH OF PLACEMENT

The duration of a student's placement in a DAEP will be determined by the campus behavior coordinator.

The duration of a student's placement will be determined on a case-by-case basis. DAEP placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent will be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

APPEALS

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with FNG(LOCAL).

A copy of this policy may be obtained from the campus administrator's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: www.wcisd.net.

Appeals shall begin at Level One with the campus administrator or program director.

Disciplinary consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

RESTRICTIONS DURING PLACEMENT

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP will not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program will continue through graduation, and the student will not be allowed to participate in the graduation ceremony and related graduation activities.

PLACEMENT REVIEW

A student placed in a DAEP will be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan will also be reviewed. At the review, the student or the student's parent will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

ADDITIONAL MISCONDUCT

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

NOTICE OF CRIMINAL PROCEEDINGS

The office of the prosecuting attorney will notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee will review the student's placement and

schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board will, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board will make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

WITHDRAWAL DURING PROCESS

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

NEWLY ENROLLED STUDENTS

The district will continue the DAEP placement of a student who enrolls in the district and was assigned to DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state will be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, will reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

EMERGENCY PLACEMENT PROCEDURE

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student will be given the appropriate conference required for assignment to a DAEP.

PLACEMENT AND/OR EXPULSION FOR CERTAIN OFFENSES

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific consequences.

REGISTERED SEX OFFENDERS

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law to review the student's placement. The committee will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

CERTAIN FELONIES

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as a Title 5 felony offense;
- Have been charged with engaging in conduct defined as a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

DISCRETIONARY EXPULSION: MISCONDUCT THAT MAY RESULT IN EXPULSION

Any Location

A student **may** be expelled for:

- Engaging in the following no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at School Event

A student may be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 187 of the Health and Safety Code does not violate this provision. (See glossary for “under the influence.”)
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to the abuse of volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary)

Within 300 Feet of School

A student may be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

MANDATORY EXPULSION: MISCONDUCT THAT REQUIRES EXPULSION

A student must be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm weapon.
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

- Using or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
 - An illegal knife, which includes a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

- A club such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk. (See glossary.)
- A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. (See glossary)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

UNDER AGE TEN

When a student under the age of ten engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

EMERGENCY

In an emergency, the principal or the principal's designee may order the immediate expulsion of a student for any reason for which expulsion **may** be made on a non-emergency basis.

PROCESS

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator will schedule a hearing within a reasonable time. The student's parent will be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom
- In-school suspension
- Out-of-school suspension
- DAEP

Hearing

A student facing expulsion will be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the campus administrator authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board will review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board will hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board will make and communicate its decision orally at the conclusion of the presentation. Consequences will not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

If the student is expelled, the board or its designee will deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Campus Administrator will deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order will give notice of the inconsistency.

LENGTH OF EXPULSION

The length of an expulsion will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion will be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

WITHDRAWAL DURING PROCESS

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

ADDITIONAL MISCONDUCT

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

RESTRICTIONS DURING EXPULSION

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

NEWLY ENROLLED STUDENTS

The district will continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

EMERGENCY EXPULSION PROCEDURES

When an emergency expulsion occurs, the student will be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

DAEP PLACEMENT OF EXPELLED STUDENTS

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

- 1) A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a) Any vegetation, fence, or structure on open-space land; or
 - b) Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town;
 - (2) Knowing that it is insured against damage or destruction;
 - (3) Knowing that it is subject to a mortgage or other security interest;
 - (4) Knowing that it is located on property belonging to another;
 - (5) Knowing that it has located within it property belonging to another; or
 - (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
- 2) A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
- 3) A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a) Recklessly damages or destroys a building belonging to another; or
 - b) Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; 22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and 22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offense or provocative.

Bullying is when a student or group of students engages in written or verbal 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 a school district's board of trustees or the board's designee determines that the behavior:

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
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device,

regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles is any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excerpted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.

- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Title 5 offenses are those that involve injury to a person and include:

- Murder;
- Kidnapping;
- Trafficking of persons;
- Smuggling or continuous smuggling of persons;
- Assault;
- Aggravated assault;
- Sexual assault;
- Aggravated sexual assault;
- Unlawful restraint;
- Voyeurism;
- Indecency with a child;
- Invasive visual recording;
- Disclosure or promotion of intimate visual material;
- Injury to a child, an elderly person, or a disabled person of any age;
- Abandoning or endangering a child;
- Deadly conduct;
- Terroristic threat;

- Aiding a person to commit suicide; and
- Tampering with a consumer product.

[See FOC (EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Wolfe City ISD

Appendix I

**ACCEPTABLE USE POLICY OF
COMPUTER AND ELECTRONIC
COMMUNICATION RESOURCES**

WOLFE CITY ISD ACCEPTABLE USE POLICY

Acceptable Use Policy of Computer and Electronic Communication Resources

Use of electronic communication systems includes WCISD computer and network usage, Internet access, and telephone systems.

The District's electronic communication system, including the Internet, shall be made available to students and school personnel for educational, research, and communication purposes in accordance with the Wolfe City ISD Guidelines for Acceptable Use of Electronic Communication Systems.

All Internet sites are filtered against unprotected sites that are unsuitable for student viewing and educational research. However, it is possible that these sites may be accessed during the course of research through no fault of anyone. While the District has taken reasonable steps to prevent access to undesirable material, it is impossible to prevent 100% denial to all these sites.

The staff will monitor and supervise computer usage and shall report any incidents of unauthorized or unacceptable access or use.

The following statements of computer ethics and consequences of misuse are to be followed by all technology users in Wolfe City ISD:

1. All files and programs on the computer belong to someone. Users shall not erase, rename, or make unusable anyone else's files or programs.
2. Users shall not authorize anyone else to use their name, login, password, or files for any reason.
3. Users shall not use WCISD computers, networks, or telephone systems for any purposes other than legitimate learning and research purposes. Users also must not use a computer for unlawful purposes, such as the illegal copying, installation, or storage of software.
4. To attempt to bypass content filters by use of a remote proxy server is a direct violation of this policy.
5. All blogs, chat areas, gambling sites, instant message services, or student web sites (examples: "MySpace," "MSN Dating," etc.) are off limits unless explicitly approved **in writing** by a WCISD administrator or designee.
6. Users shall not attempt to discover another user's password either at WCISD locally or at a remote location.
7. Users shall not copy, change, or transfer any software provided by WCISD, teachers, or another student without permission from a WCISD administrator/designee.

8. Users shall not illegally copy copyrighted software provided by WCISD, an instructor, or any other source. Note: except as noted in the Copyright Notice at the end of any software document, it is generally illegal to copy any software which as a copyright. The use of illegally copied software is considered a criminal offense and is subject to criminal prosecution.
9. Users shall not intentionally write, produce, generate copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computers memory, file system, or software. Such software is often called a bug, virus, worm, or some similar name.
10. Users shall not deliberately use the computer to annoy or harass others with unacceptable language, images, or threats. Users also shall not deliberately access any unacceptable, obscene, or objectionable information, language, or images.
11. Users shall not intentionally damage the system, intentionally damage information not belonging to them, intentionally misuse system sources, or allow others to misuse system resources.
12. Users shall not tamper with the computers, networks, printers or other associated equipment except as directed by the teacher.

Consequences

Violation of WCISD's policies and procedures concerning the use of computers and networks will result in disciplinary action as called for in the Student Code of Conduct.

Any or all of the following consequences may be employed:

1. Loss of computer privileges/Internet access, with length of time to be determined by administration.
2. Any campus-based disciplinary consequences, including suspension as deemed appropriate by administration.
3. Expulsion may be considered in flagrant violations that blatantly corrupt the educational value of computers or the Internet or in instances when students have used WCISD Internet access to violate the law or to compromise another computer network. The campus administrator, superintendent of schools, and finally the law enforcement agency must first review any violations that fall into this category.

Wolfe City ISD

Appendix II

DRUG SCREENING POLICY

WOLFE CITY ISD DRUG SCREENING POLICY

MANDATORY DRUG TESTING OF ALL WOLFE CITY ISD STUDENTS IN GRADES 7-12 WHO PARTICIPATE IN UIL ATHLETIC AND UIL ACADEMIC ACTIVITIES, EXTRACURRICULAR PROGRAMS AND ACTIVITIES, AND OPERATE A MOTOR VEHICLE

Who Is Subject to Testing Under This Policy

A student who participates in UIL athletic activities, UIL academic activities, extracurricular activities and programs, including, but not limited to, Spring Fling, Prom, and graduation activities, and who operates a motor vehicle to or from school, school events, or on school property is subject to a mandatory student drug testing program.

The United States Supreme Court has ruled that drug testing is legal for students participating in UIL athletic and academic activities and extracurricular programs. The court noted that the effects of drugs could contribute to a greater risk of injury and those who use drugs are often leaders in the student drug culture. This confirms the opinion of the Wolfe City Independent School District Board of Trustees that for the safety and well being of all students, it is the district's obligation to ensure, to the extent possible, that participants in UIL athletic and academic activities and extracurricular programs are drug and/or alcohol free.

Beginning on or after the first organized meeting of any extracurricular activity for each school year, Wolfe City Independent School District will conduct a mandatory drug and/or alcohol screening program for students in grades 7-12 who participate in UIL athletic and academic activities and extracurricular programs.

1. Testing will be done in accordance with accepted practices and procedures and established by the drug-testing laboratory affiliated with the district. The test parameters will be set at industry accepted standards as defined by the National Institute for Drug Abuse (NMA).
2. The district reserves the right to test for the following substances: alcohol, amphetamines, barbiturates, benzodiazepines, cocaine metabolite, marijuana, methadone, opiates, phencyclidine, propoxyphene, hallucinogens, steroids, and all other illegal or addictive drugs.
3. Sample collections will begin with an initial screening of all students in UIL athletic and academic activities and extracurricular programs and followed periodically on a random basis as generated by a computer program. Student privacy will be protected to the maximum extent possible during collection. Records of test results shall be kept confidential and provided only to district administrators and personnel responsible for administering this program. Administrators will share results with parents.
4. In order for a student to participate in any UIL athletic and academic competition or extracurricular program, the parent or legal guardian must give permission for this testing to be conducted on their child. If the student is of legal age, he or she must sign a permission form in order to participate.
5. The following consequences will be applicable to all UIL athletics and academics and extracurricular programs regardless of prior policies. Students desiring to appeal the consequences shall follow the appeal procedures policy FNG(LEGAL) and FNG(LOCAL).

Consequences Associated with Positive Drug Test

First positive test results:

1. A test will be performed by the school approved drug testing laboratory to confirm the initial test results. The parent (or the student, if the student is an adult or married) will be notified of the results;
2. Required parent, student, and administrator meeting;
3. Suspension from all UIL athletic and academic activities and extracurricular programs for a period of 30 calendar days (suspension will begin on the day the results are confirmed);
4. Must pass a subsequent test to regain eligibility;
5. Referral to outside sources for counseling at the parent's request and expense;
6. Required school counseling;
7. Retest during all subsequent random testing.

Second positive test results:

1. Suspension from UIL athletic and academic activities and extracurricular programs for the remainder of the school year;
2. Required parent, student, and administrator meeting;
3. Referral to outside sources for counseling at the parent's request and expense;
4. Required school counseling.

Students suspended after the second positive test may seek reinstatement in the following school year with the understanding that any further positive test would suspend them from all activities for the remainder of their school career.

Each time a student says "No" to a drug test, after having signed the permission slip, it will be treated as a positive test:

1st "No" = 1st positive test and equal to the same consequences

2nd "No" = 2nd positive test and equal to the same consequences

Students who would like to volunteer to enter the program may do so, respective of the same consequences as the athletic, academic, and extracurricular students.

Students who do not declare at the beginning of the school year their intent to participate in UIL athletic and academic activities and extracurricular programs, will be tested at the time of their declaration into the activity.

Procedures to Be Used

1. Assemble a list of UIL athletic and academic and extracurricular students from each coach or sponsor.
2. Personnel will assign numbers to each name and organize a list.
3. All students participating in UIL athletic and academic activities and extracurricular programs will be tested initially beginning on or after the first organized meeting of any extracurricular activity for each school year.
4. Follow-up random testing will be generated from a computer program. Each month, 15% -20% of the students will be randomly tested. The testing can be done any time during this period.
5. Numbers will be provided to a third party collection unit to administer the tests. The sample to be tested shall be obtained in district facilities that provide reasonable privacy for the student providing the sample.
6. The contracted laboratory will notify the designated administrator of the results. The administrator will notify all concerned parties.