STUDENT HANDBOOK 2014-2015
Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. 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.
August 25, 2014

Dear Parents and Guardians,

Our Board of Trustees, faculty, staff and administration work diligently to provide our students with the best learning environment possible. Please accept our invitation to join with us to ensure your child’s success.

This publication contains the Wichita Falls ISD Student Handbook and Code of Conduct. It is reviewed and revised annually by a committee of parents, students and district personnel.

The Student Handbook provides general information regarding the district’s policies, practices and procedures. The Student Code of Conduct, which is approved by the Board of Trustees, specifies the expectations for student behavior.

If you have any questions regarding the Student Handbook or Code of Conduct, please contact your child’s principal. We appreciate your support and look forward to another exciting school year.

Sincerely,

John Frossard, Ed.D.
Superintendent of Schools
Wichita Falls Independent School District
P. O. Box 97533
1104 Broad, Wichita Falls, TX 76301
940-235-1000

BOARD OF TRUSTEES

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Exec. Director of School Administration

Dr. Linda Muehlberger
Student Assignment Coordinator
### Holidays

- **Sept 1**: Labor Day
- **Nov 26-28**: Thanksgiving Break
- **Dec 22-Jan 5**: Winter Break
- **Jan 1**: New Year's Day
- **Jan 19**: Martin Luther King Day
- **Mar 16-20**: Spring Break
- **Apr 27 & May 22**: Weather Day
- **Apr 5**: Easter
- **May 25**: Memorial Day
- **July 4**: Independence Day

### Important Dates

**Early Release**
- **Oct 9**: Secondary Only - Parent Conf
- **Oct 21 & 22**: Elementary Only - Parent Conf
- **June 5**: Last Day of Second Semester

**Inclement Weather**
- **April 27 & May 22**: Report Card - Elementary

**Report Cards - Elementary**
- **Oct 21 & 22, Jan 8, Mar 26, June 5**

**Report Card - Secondary**
- **Oct 9, Nov 13, Jan 8, Feb 26, Apr 23, June 5**

**Staff Development**
- **Campus**
  - Aug 18 p.m., Aug 19 a.m.
- **District**
  - Aug 18 a.m., Aug 20

**Teacher Work Day**
- **Aug 19 p.m., Aug 21, 22, Jan 5, June 6**

**Graduation**
- **June 5**: Harrell
- **June 6**: WFHS, HHS, RHS

**TELPAS**
- **Mar 16-Apr 8**: First Semester
- **99**: Second Semester

### Key

- **H**: Staff/Student Holiday
- **SD**: District Staff Development/Student Holiday
- **GPE**: Grading Period Ends 6 Wks
- **GPE**: Grading Period Ends 9 Wks
- **H**: First Day of School
- **TW**: Teacher Work / In-service Day
- **PC**: Parent/Teacher Conferences
- **FY**: First Year Teachers
### High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Street Address</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hirschi International Baccalaureate</td>
<td>3106 Borton Ln. 76306</td>
<td>235-1070</td>
<td>Christy Nash</td>
</tr>
<tr>
<td>Rider High School</td>
<td>4611 Cypress 76310</td>
<td>235-1077</td>
<td>Dee Palmore-Interim</td>
</tr>
<tr>
<td>Wichita Falls High School</td>
<td>2149 Ave H 76309</td>
<td>235-1084</td>
<td>Debbie Dipprey</td>
</tr>
</tbody>
</table>

### Junior Highs

<table>
<thead>
<tr>
<th>School</th>
<th>Street Address</th>
<th>Phone</th>
<th>Principal</th>
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</thead>
<tbody>
<tr>
<td>Barwise Leadership Academy</td>
<td>3807 Kemp Blvd. 76308</td>
<td>235-1108</td>
<td>Omar Montemayor</td>
</tr>
<tr>
<td>Kirby Junior High</td>
<td>1715 N Loop 11 76306</td>
<td>235-1113</td>
<td>Jesse Thomas</td>
</tr>
<tr>
<td>McNiel Junior High</td>
<td>4712 Barnett Rd. 76310</td>
<td>235-1118</td>
<td>Tania Rushing</td>
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</table>

### Elementary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Street Address</th>
<th>Phone</th>
<th>Principal</th>
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<tbody>
<tr>
<td>Brook Village Early Childhood</td>
<td>2222 Brook 76301</td>
<td>235-1132</td>
<td>Christy Henry</td>
</tr>
<tr>
<td>Burgess Elementary</td>
<td>3106 Maurine 76306</td>
<td>235-1136</td>
<td>Jackie Jacobs</td>
</tr>
<tr>
<td>Crockett Elementary</td>
<td>3015 Ave I 76309</td>
<td>235-1140</td>
<td>Kory Dorman</td>
</tr>
<tr>
<td>Cunningham Elementary</td>
<td>4107 Phillips 76308</td>
<td>235-1144</td>
<td>Richelle Williams</td>
</tr>
<tr>
<td>Fain Elementary</td>
<td>1562 Norman 76302</td>
<td>235-1148</td>
<td>Clarisa Richie</td>
</tr>
<tr>
<td>Farris Early Childhood Center</td>
<td>710 Old Burk Rd 76306</td>
<td>235-4302</td>
<td>Rebecca Hernandez</td>
</tr>
<tr>
<td>Fowler Elementary</td>
<td>5100 Ridgecrest 76310</td>
<td>235-1152</td>
<td>Jeff Hill</td>
</tr>
<tr>
<td>Franklin Elementary</td>
<td>2112 Speedway 76308</td>
<td>235-1156</td>
<td>Angie Betts</td>
</tr>
<tr>
<td>Haynes Elementary</td>
<td>1705 Katherine 76309</td>
<td>235-1160</td>
<td>Dee Dee Forney</td>
</tr>
<tr>
<td>Jefferson Elementary</td>
<td>4628 Mistletoe 76310</td>
<td>235-1168</td>
<td>Sandy Camp</td>
</tr>
<tr>
<td>Lamar Elementary</td>
<td>2206 Lucas 76301</td>
<td>235-1172</td>
<td>Lori Heskett</td>
</tr>
<tr>
<td>Milam Elementary</td>
<td>2901 Boren 76308</td>
<td>235-1176</td>
<td>Troy Farris</td>
</tr>
<tr>
<td>Scotland Park Elementary</td>
<td>1415 N 5th 76306</td>
<td>235-1180</td>
<td>Laura Scott</td>
</tr>
<tr>
<td>Sheppard Elementary</td>
<td>301 Anderson 76311</td>
<td>235-1184</td>
<td>Cindy Waddell</td>
</tr>
<tr>
<td>Southern Hills Elementary</td>
<td>3920 Armory 76302</td>
<td>235-1188</td>
<td>Naomi Alejandro</td>
</tr>
<tr>
<td>Washington/Jackson Elementary</td>
<td>1300 Harding 76301</td>
<td>235-1196</td>
<td>Stephanie Phillips</td>
</tr>
<tr>
<td>West Foundation Elementary</td>
<td>5220 Lake Wellington 76310</td>
<td>235-1192</td>
<td>Kim Smith</td>
</tr>
<tr>
<td>Zundy Elementary</td>
<td>1706 Polk 76309</td>
<td>235-1123</td>
<td>Shane Porter</td>
</tr>
</tbody>
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### Head Start Centers

<table>
<thead>
<tr>
<th>Center</th>
<th>Street Address</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest Head Start</td>
<td>2310 5th St. 76301</td>
<td>235-4307</td>
<td>Rebecca Hernandez</td>
</tr>
<tr>
<td>Rosewood Head Start</td>
<td>503 N Rosewood 76310</td>
<td>235-4309</td>
<td>Rebecca Hernandez</td>
</tr>
</tbody>
</table>

### Alternative Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Street Address</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrigan Vocational Center</td>
<td>1609 Blonde 76301</td>
<td>235-1091</td>
<td>Synthia Kirby</td>
</tr>
<tr>
<td>Denver Alternative Center</td>
<td>1823 5th St. 76301</td>
<td>235-1101</td>
<td>Linda Nichols</td>
</tr>
<tr>
<td>Harrell Accelerated Learning Ctr.</td>
<td>3115 5th St. 76301</td>
<td>235-1096</td>
<td>Gena Woodard</td>
</tr>
</tbody>
</table>
NOTICE TO PARENTS

Statement of Nondiscrimination

In its efforts to promote nondiscrimination, Wichita Falls Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law, in providing education services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and 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, including sexual harassment or gender-based harassment:
  Dr. Linda Muehlberger, 1104 Broad St., Room 300, 940-235-1029
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability
  David Shipley, 1104 Broad St., Room 102, 940-235-1019
- All other concerns regarding discrimination: See the superintendent:
  Dr. John Frossard, 1104 Broad St., Room 206, 940-235-1001.

Additional Notices

Other important notices in the Student Handbook cover the following topic:

- Student participation in a survey, analysis or evaluation
- Opting out of surveys and data collection activities
- Requesting the professional qualifications of teachers and staff
- Requesting a transfer of your child to a safe public school
- Assistance to students who have learning difficulties
- Student records
- Career and technology programs
- Homeless students
- School lunch programs
- Bacterial meningitis

Please take some time to review these notices and other important information contained in the Student Handbook.
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PREFACE

To Students and Parents:

Welcome to school year 2014–2015! 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 Wichita Falls ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I—PARENTAL RIGHTS AND RESPONSIBILITIES—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 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, or any other person who has agreed to assume school-related responsibility for a student.

APPENDIX A- STUDENT CODE OF CONDUCT

Both students and parents should become familiar with the Wichita Falls ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. The document may be found on the district’s website at wfisd.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 it intended to, create contractual or legal rights between any student or parent and the district.

**APPENDIX B – EXTRACURRICULAR CODE OF CONDUCT** – Extracurricular code of conduct consist of information, expectations and procedures related to student participation in extracurricular activities on and off campus.

**APPENDIX C – POLICY FFI**

**APPENDIX D – POLICY FDB(LOCAL)**

**APPENDIX E – FORMS-** Please complete and return to your child’s campus the following forms provided in the forms packet:

1. Acknowledgment of Electronic Distribution of Student Handbook and Codes of Conduct;
2. Internet Acceptable Use Agreement;
3. Consent to Photograph
4. Use of Student Work in District Publications
5. General Field Trip Form
6. Compact Acknowledgment
7. Student Residency Questionnaire
8. Health inventory/Emergency Consent
10. Military Connected Student Information

[See **Obtaining Information and Protecting Student Rights** on page 4 and **Directory Information** on page 13 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 an official copy is available at wfsd.net.

If you or your child has questions about any of the material in this handbook, please contact the campus principal.
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

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

PARENTAL INVOLVEMENT

Working Together

Both experience and research tell us that a child’s education 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.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling on page 26.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences on page 61.]
- Becoming a school volunteer. [For further information, see policy GKG and Volunteers on page 70.]
- Participating in campus parent organizations. Parent organizations include:
  - Parent-Teacher-Student Organization (PTSO)
  - Parent-Teacher Organization (PTA)
  - Booster Clubs
  - Academic Success Program – Parent-Teacher Involvement Group
- 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 Curriculum office.

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council on page 50.]

- 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. Dates and times for board meetings are posted on the district website at wfisd.net. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Debbie Gonzalez and may be contacted at 940-235-1026 ext 16036.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.
You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

“Opting Out” of Surveys and Activities
As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

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

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

[Also see Removing a Student Temporarily from the Classroom on page 7 and Removing a Student from Human Sexuality Instruction on page 7 for additional information.]

Displaying a Student’s Artwork, Projects, Photos, and Other Original Work
Teachers may display students’ work in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, and other original works on the district’s website, 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. The district will also seek consent before displaying or publishing an original video or voice recording in this manner.

**Accessing Student Records**

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.

[See Student Records on page 11.]

**Granting Permission to Video Record a Student**

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

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

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district’s parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district’s health education classes.
Removing a Student Temporarily from the Classroom
You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

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

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.

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

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

The school may also offer tutorial service, 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.

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See *Pledges of Allegiance and a Minute of Silence* on page 58 and policy EC(LEGAL).]

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

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

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

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

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

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

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

**Requesting Notices of Certain Student Misconduct**

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

**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.
School Safety Transfers

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 campus principal for information.

- Consult with district administrators if your child has been determined by the district through an investigation to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See Bullying on page 18, 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 district campus 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.

[See Bullying on page 18, policy FDB, and policy FFI.]

Requesting Classroom Assignment for Multiple Birth Siblings

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB(LEGAL).]

Request for the Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student’s disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.
Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person or department listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

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

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

- Texas Project First, at http://www.texasprojectfirst.org
- Partners Resource Network, at http://www.partnerstx.org

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is your campus principal or the WFISD Special Education Dept. at 235-1019.

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 in order to receive a free appropriate public education (FAPE), as defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is the campus principal.

[Also see policy FB.]
Parents of Students Who Speak a Primary Language Other than English

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

Accommodations for Children of Military Families

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

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, 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 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.

Student Records

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

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

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

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary 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.
District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.

Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases. (The current FERPA regulations clarify that a school may release student records without parental consent to caseworkers and state child welfare personnel, if they are acting on behalf of the student.)

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

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

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

The superintendent and campus principal are custodians 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.

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent’s office is WFISD Education Center, 1104 Broad St, Wichita Falls, TX 76301.

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal of your child’s campus. 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 or on an examination 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 61, and Student or Parent Complaints and Concerns on page 24 for an overview of the process.]

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s website at www.wfisd.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 educational records—such as a teacher’s personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Please note:

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

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

Directory Information

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

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

Directory Information for School-Sponsored Purposes

The district will occasionally use directory information for school sponsored purposes. The information will not be used for other purposes without the consent of the parent or eligible students. A list of all directory information can be found in policy FL(LOCAL) at www.wfisd.net although limited information is used for these purposes.
Release of Student Information to Military Recruiters and Institutions of Higher Education

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 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.

SECTION II: IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the campus principal.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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.]

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

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.
A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

**Exemptions to Compulsory Attendance**

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- 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 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.

In addition, a junior or 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 district policy to verify such a visit, and makes up any work missed. See policy FEA.

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 of trustees has authorized this in policy FEA(LOCAL), the student notifies his or her teachers and the student receives approval from the principal prior to the absences.

As listed in Section I at Accommodations for Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent or legal guardian who has been called to duty for, is on leave from or immediately returned from certain deployments. Please see page 11 for that section.

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

**Failure to Comply with Compulsory Attendance**

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

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

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

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

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

[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 principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit 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 principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
• The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.

• The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

• The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

**Official Attendance-Taking Time**

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

Official attendance is taken every day during second period or fifth period or at 10:15 a.m.

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

**Documentation after an Absence**

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. The parent note must be provided within 3 days of returning to school. 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.

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

Upon return to school, a student absent for more than 4 consecutive days in a semester because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

**Driver License Attendance Verification**

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 school office, which the student will need to submit to DPS upon application for a driver’s license.

**Tardies**

A student is tardy if the student arrives after the bell has rung. Each campus has developed its own tardy policy. Check with the school principal concerning your school’s policy. Repeated instances of tardiness will result in increasingly more serious disciplinary action.

**BULLYING**

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

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

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

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

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

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.
Any retaliation against a student who reports an incident of bullying is prohibited. Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. 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 within the district. [Also see School Safety Transfers on page 9.]

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

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

[Also see Dating Violence, Discrimination, Harassment, and Retaliation on page 28, School Safety Transfers on page 9, Hazing on page 46, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in the following areas: Agriculture, Construction, AV Technology and Communications, Business, Health Science, Human Services, Information Technology, Manufacturing, Marketing, Engineering and Transportation. Admission to these programs is based on grade level, age, interest and aptitude.

Wichita Falls Independent School District 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 v of the introductory pages for additional information regarding the district’s efforts regarding participation in these programs.]

CHILD NUTRITION/ FOOD SERVICES OPERATIONS

It is the goal of the District’s Child Nutrition Program to provide a healthy and nutritious breakfast and lunch daily, while allowing students to choose from foods they enjoy eating. To serve meals that comply with the USDA Dietary Guidelines, Texas Public School Nutrition Policy, local health departments and District policy, meals are required to be reduced in salt, sugar and fat and be high in dietary fiber. The Child Nutrition Program is dedicated to enhancing academic excellence by providing quality nutritional services to students and staff of the District. The Child Nutrition Program operates on the funds generated from the sale of food items to the students and staff of the District.

Free and Reduced Meal Program

The Child Nutrition Program participates in the National School Lunch and Breakfast Programs. A student may receive free meals if the household receives Food Stamps or TANF (Temporary Assistance for Needy Families). A student may also be eligible depending on the household
income. Applications are distributed to every student at the beginning of each school year and are accepted throughout the school year. To avoid delays, only one application per family is needed. If a student was on the meal program at the end of the last school year, the benefit will carry over for the first 30 days of school during which time a new application should be completed and submitted for approval. A new application must be completed to continue benefits for each school year. For more information on free or reduced applications, please contact the Child Nutrition Department at 940-235-1065.

Student Accounts

The district uses a computerized meal account system. Students may deposit money into their meal account for the purchase of meals and extra items. Students will use their student ID number to deposit money in any dollar amount. Students account transactions can be printed upon request. Contact the Child Nutrition Manager at the campus for details. Parents may request that a message be placed on their child’s account to prevent students from purchasing extra items such as drinks or snacks using their money that is on their account. Money left in an account at the end of the school year will be available for that student’s use for the next school year at any school with the district. All charges are due by the 27th of each month. Also, prepayments may be made online at www.mySchoolBucks.com.

Check Acceptance

Checks should be made payable to the campus-Child Nutrition (ex. Kirby Jr Hi-Child Nutrition) and must include your current full and accurate name, address, and telephone number. In the event a check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee and checks may no longer be an acceptable form of payment for the remainder of the school year. Alternative forms of payment may be used instead of a check payment (cash, credit card, online payment).

Charges

Elementary and junior high students are allowed to charge three meals. If a student’s account exceeds the charge limit, the student will be given an alternate meal (cheese sandwich and choice of milk). Students will be given notices as their account balance becomes low or negative. Please contact the Child Nutrition Manager at the campus for more information about the student’s account balance. No charges are allowed at the high school campuses.

Menus and Recommended Dietary Allowances

All menus offered in the cafeteria are planned to meet the nutritional guidelines set forth by the United States and Texas Departments of Agriculture. When a student consumes a complete breakfast, he/she receives 1/4 of the daily Recommended Dietary Allowances (RDA) for the student’s age. Consuming a complete lunch ensures that the student receives 1/3 of the daily RDA’s for the student’s age.

The District has a menu that is individualized for elementary, junior high and high school students. The menus are printed annually and are available at each campus. Elementary, junior high and high schools will offer several entrée choices and side choices daily. All schools offer unflavored low-fat milk and fat-free chocolate milk.
School Breakfast
School breakfast is offered to all district students free of charge regardless of income. Breakfast consists of choice of milk, a choice of juice and choice of a breakfast item. Students do not have to take all three items and do not have to take milk. Students may choose two or three items from the menu to receive the meal free. Students who choose only one item or who choose more than three items will be charged a la carte prices.

School Lunch
All student’s lunches consist of a choice of entrée, choice of three side dishes and choice of milk. Students do not have to take all five items and do not have to take milk. Students may choose an entrée and two to four other items (i.e. milk, fruit, vegetable) to pay the lunch price or receive meal benefits. Students who do not choose an entrée or who choose more than five total items will be charged a la carte prices for the applicable items.

Food Allergies and Celebrations
Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in a 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.

The District has a food allergy management plan in place (see policy FFAF). Also see Food Allergies under HEALTH RELATED MATTERS on page 47 for more information including forms and contact information.

Foods of Minimal Nutritional Value (FMNV)
Food of Minimal Nutritional Value refer to the four categories of foods and beverages (soda water, water ices, chewing gum and certain candies) that are restricted by the U.S. Department of Agriculture under the child nutrition programs.

Elementary and junior high campuses may not serve or provide access to FMNV and all other forms of candy at anytime, anywhere on school premises by anyone until after the end of the last scheduled class.

High schools may not serve or provide access to FMNV during meal periods in areas where reimbursable meals are served and/or consumed.

For exemptions and a listing of foods and beverages restricted by the FMNV policy, see www.squaremeals.org. Such foods and beverages may not be sold or given away to students on school premises by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company or organization.

Sharing Food
Parents may only purchase and or provide food for their own child’s consumption. Students may not share food unless they have contributed toward the purchase of the food item. Exception: classroom birthday parties and three designated holidays. All meals and snacks served to more
than one person shall be obtained from sources that comply with the Texas Food Establishment Rules. Section 229.164 of the rules states that Potential Hazardous Food (PHF) prepared in a home, from an unlicensed food manufacturer or wholesaler is considered to be from an unapproved source and may not be used. This does not pertain to children who bring their lunch and snacks but does apply to classroom parties or special occasions.

**CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN**

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed through any campus principal. 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 websites might help you become more aware of child abuse and neglect:

http://www.taasa.org/member/materials2.php
http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

911 for emergency assistance
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
Computation of Class Rank for purposes of Valedictorian and Top Ten Percent is governed by policy EIC(LOCAL) and EIA(REGULATION).

CLASS SCHEDULES
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 principal 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 63 for information related to student requests to revise their course schedule.]

COLLEGE AND UNIVERSITY ADMISSIONS
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 admitted 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 2015 term, the University will be admitting the top seven 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 school counselor for further information about automatic admissions, the application process, and deadlines.

**COLLEGE CREDIT COURSES**

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in courses taught in conjunction and in partnership with Midwestern State University and Vernon College may be offered on or off campus;
- And certain CTE courses.

Note that if a student wishes to enroll in a community college course that also results in the award of high school course 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 school counselor for more information. Depending on the student’s grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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.

**COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district’s policy manual. A copy of this policy may be obtained in the principal’s or superintendent’s office or on the district’s website at www.wfisd.net.

**CONDUCT**

**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 these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well
as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction. The Student Code of Conduct is included in this document as Appendix C.

**Disruptions of School Operations**

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

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

**Social Events**

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

A student or guest leaving a social event before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social event.

**CONTAGIOUS DISEASES / CONDITIONS**

[See Student Illness under Health-Related Matters on page 47.]
COUNSELING

Academic Counseling

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

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should check with the office for campus procedures regarding scheduling 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 and Suicide Awareness on page 68.]

Psychological Exams, Tests, or Treatment

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

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

COURSE CREDIT

A student in grades 9–12 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

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 teacher, counselor, principal or attendance committee, be permitted to earn credit by passing an exam approved by the 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,
homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be 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 principal 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. In all instances, the District will determine whether any opportunity for credit by exam will be offered.

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

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The 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 2014–2015 school year will be published in appropriate district publications and on the district’s website.

Test and application deadlines for Region 9 ESC are:

<table>
<thead>
<tr>
<th>Dates Scheduled:</th>
<th>Application deadline to Region 9 (5:00pm):</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18, 2014</td>
<td>September 5, 2014</td>
</tr>
<tr>
<td>February 28, 2015</td>
<td>January 16, 2015</td>
</tr>
<tr>
<td>June 06, 2015</td>
<td>April 24, 2015</td>
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<tr>
<td>June 20, 2015</td>
<td>May 8, 2015</td>
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<tr>
<td>July 10, 2015</td>
<td>May 29, 2015</td>
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<tr>
<td>July 11, 2015</td>
<td>May 29, 2015</td>
</tr>
<tr>
<td>October 17, 2015</td>
<td>September 4, 2015</td>
</tr>
</tbody>
</table>

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 course high school sequence, the student must complete the course.

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and
social studies, and a district administrator recommends that the student be accelerated and the student’s parent gives written approval of the grade advancement.

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

**DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office or on the District website at www.wfisd.net. [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 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 or witnessed dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student’s parent. See policy FFH(LOCAL) for the appropriate district officials to whom to make a report.

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

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

**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 and corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

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

**DISCRIMINATION**

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 28.]
DISTANCE LEARNING

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

The 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 the “no pass, no play” rules. [Also see Extracurricular Activities, Clubs, and Organizations on page 37] 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.

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 campus principal or school counselor.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN 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.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

If published, the school newspaper and the yearbook are available to students.

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

[See Directory Information for School-Sponsored Purposes on page 13.]

Non-school Materials...from students

Any student wishing to distribute non-school literature to employees or students on District property or in schools must come to the Education Center and make application for a yellow/green card.
If the material is acceptable by District standards, the superintendent’s designee will sign the yellow/green card that authorized the distributor to contact the principal or appropriate administrator.

The student must show a “current” year yellow/green card to the principal or administrator prior to distributing literature on campus.

No posters will be allowed.

In special instances where signs or materials are advertising a school activity, the teacher sponsoring that activity may give permission to display the material on campus. A yellow/green card is not necessary.

The principal has the final decision whether to allow the material on campus even if the distributor has a current year yellow/green card.

Yellow/green cards must be renewed every year.

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

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

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent or designee for prior review. The superintendent or designee 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.]

No posters will be allowed.

The campus principal will designate a location in their building for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non-curriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.
All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

**DRESS AND GROOMING**

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:

**All Students**

- Appropriate undergarments shall be worn and appropriately covered.
- Sunglasses, combs, hats, bandanas and head coverings shall not be worn in the buildings. Head coverings worn for bona fide religious or medical reasons may be allowed. Potential exemptions shall be filed with the principal by the parent and shall be handled on an individual basis.
- When belts are worn, they must be buckled. If there is no buckle, the belt must be tied.
- Shirts and blouses must be buttoned.
- Tattoos are not allowed to be visible during the school day or extra-curricular activities.
- Clothing or accessories with lettering, symbols or decorations that detract from the learning process or illustrate or promote alcoholic beverages, tobacco products, drugs, sex, vulgarity or violence either explicitly or by innuendo will not be allowed.
- T-shirts, hats, tattoos and other articles of clothing bearing words or symbols, color combinations, or any other recognized gang insignia, articles of clothing or uniforms, when recognized by the principal as such will not be allowed.
- Shoes are to be worn at all times. Shoes designed for strings or buckles must be fully laced/fastened. Students shall not wear shoes that the principal determines to be a hazard to the safety of students or others on a campus.
- Students will not attend classes with their hair rolled up nor will they apply makeup in the classroom.
- Hair is to be neat, clean, well groomed and styled so that vision will not be obstructed.
- Hair styles and hair color that create a distraction will not be allowed.
- Beards and mustaches must be kept clean and neatly trimmed.
- Male students may not wear earrings. Female students are permitted to wear earrings in their ears only. All other body piercing objects are not allowed for males or females.
Elementary School Students, Grades PreK-6

All elementary school students may wear shorts but not short-shorts. Jogging shorts with more than a one inch slit on the sides may not be worn. Jogging suits, sweat suits and warm-ups may be worn. Bare midriffs and halter tops, see through tops and miniskirts may not be worn.

Secondary School Students, Grades 6-12

Short-shorts, athletic shorts such as wind shorts and bicycle shorts, bare midriffs, halter tops, tank tops, see-through tops (such as loose woven or fish net materials), tight fitting warm-up/jogging suits, sun dresses, miniskirts and sagging pants are not permitted.

At junior high school programs and activities, students (except with the permission from the extracurricular sponsor, coach or principal) may not wear formal dress such as tuxedos or floor length or semi-formal styled gowns. Appropriate dress for a school program or activity may be casual attire; a suit or sport coat and dress slacks for males; and dresses or skirts/blouses for females.

Standard Mode of Dress (Crockett, Franklin, Scotland Park, Southern Hills, Jefferson, Barwise, Kirby and McNiel)

Standard mode of dress means specific articles of clothing in styles and colors that are required to be worn by students at a particular school during normal school hours or while attending a school-sponsored activity on or off school property. They may have the option to choose personally the color combinations any day of the week. Regulations will also apply to accessories, shoes and outerwear. Exception and assistance provisions may be obtained from the principal.

Violations

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school or call a parent to bring items to the campus in order to make the necessary corrections. If not corrected, the student may 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. Students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal, coach or sponsor may determine.

Extracurricular Activities

The principal and the sponsor, coach or other person in charge of an extracurricular activity may regulate the dress and grooming of students who participate in the activity. Regulation must be based upon a reasonable belief that the student’s dress or grooming creates a hazard to the student’s safety or to the safety of others, or will prevent/interfere with/adversely affect the purpose, direction or effort required for the activity to achieve its goals.

Alternative Settings

Students assigned to a Disciplinary Alternative Educational Program (DAEP) will be governed by a more rigid dress code standard than is required at other campuses. Upon entering the DAEP, the student and parent will be given a copy of that school’s dress code and school rules. Students are expected to furnish their own clothing.
Dress for Physical Education Classes

If a school requires a particular uniform style or color, students will be notified of the requirements at the beginning of school. Parents who need assistance in providing P.E. clothing should contact the principal. The student’s name must be placed (written with waterproof ink) inside all P.E. clothing and shoes.

Uniform consists of:
- Shorts – solid color (color is optional)
- Shirt – solid gray with sleeves, regulation length
- Socks – white
- Shoes – flat soled, non-skid, non-marking athletic style tennis shoe
- Sweats – maybe worn over the uniform during cold weather (optional) (solid color).

Religious Conflict

Students whose religious belief conflicts with the dress code should contact the District’s Legal Services Department to apply for an exemption.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the instructional day, the device will be confiscated. A parent may pick up the confiscated telecommunications device from the principal’s office for a fee of $15. The instructional day is defined as the time from the first passing bell to the last dismissal bell.

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

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See Searches on page 64 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student’s personal electronic device may
be searched by authorized personnel. [See Searches on page 64 and policy FNF.]

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

**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 instructional 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.

**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 for approved purposes only.
Students and parents will be asked to sign a user agreement (separate from this handbook)
regarding use of these district resources. Violations of the user agreement may result in
withdrawal of privileges and other disciplinary action.

**Unacceptable and Inappropriate Use of Technology Resources**

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying
electronic messages that are abusive, obscene, sexually oriented, threatening, harassing,
damaging to another’s reputation, or illegal. This prohibition also applies to conduct off school
property, whether 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](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.
END-OF-COURSE (EOC) ASSESSMENTS

See Graduation on page 40, and Standardized Testing on page 65.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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 on page 68.]

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

[See http://www.uiltexas.org 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 at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.

- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 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 the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see Meetings of Non-curriculum-Related Groups on page 64.]

FEES

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

• Costs for materials for a class project that the student will keep.
• Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
• Security deposits.
• Personal physical education and athletic equipment and apparel.
• Voluntarily purchased pictures, publications, 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 and student identification cards.
• Fees for lost, damaged, or overdue library books.
• Fees for driver training courses, if offered.
• 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.
• Fees for courses taken through the Texas Virtual School Network (TxVSN).
• Fees for concurrent college dual credit courses.
FUND-RAISING
Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 15 days before the event. [For further information, see policies at FJ and GE.]

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

GENDER-BASED HARASSMENT
[See Dating Violence, Discrimination, Harassment, and Retaliation on page 28.]

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

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4.5</td>
<td>Grade 9 (Freshman)</td>
</tr>
<tr>
<td>5 - 9.5</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>10 - 14.5</td>
<td>Grade 11 (Junior)</td>
</tr>
<tr>
<td>15 or more</td>
<td>Grade 12 (Senior)</td>
</tr>
</tbody>
</table>

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

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-15 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;
- 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 65 for more information.

Requirements for a Diploma Beginning with the 2014-15 School Year

Beginning with students who enter 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;
- 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 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 required for graduation, 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 Standardized Testing on page 65 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 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 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 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 42:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number of credits Minimum Program</th>
<th>Number of credits Recommended Program</th>
<th>Number of credits Advanced/ Distinguished Achievement Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speech</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Language other than English</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Locally required courses</td>
<td>1 credit in Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives**</td>
<td>5.5 credits</td>
<td>5.5 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td>Completion of 4 Advanced Measures***</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23 credits</td>
<td>26 credits</td>
<td>26 credits</td>
</tr>
</tbody>
</table>

* 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. 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.

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**Foundation Graduation Program**

Every student in a Texas public school who enters 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, and Mathematics (STEM); Business and Industry; Public Service; 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 61. State law and rules prohibit a student from graduation 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 graduation 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-Plan, 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 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:

<table>
<thead>
<tr>
<th>Course area</th>
<th>Number of Credits Foundation Graduation Program</th>
<th>Number of credits Foundation Graduation Program with an Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Language other than English***</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

*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 language 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 at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be 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 the 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.

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.

*Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school 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 career and technology, the district will attempt to offer the course for the following year either by teleconference or at the school from which the transfers were requested.*

**International Baccalaureate**

The International Baccalaureate Diploma Program is a rigorous course of study taken in grades 11 and 12 that leads to internationally recognized advanced credit. The Middle Years Program and IB Diploma Program are offered at selected schools. The programs are monitored by the International Baccalaureate Organization (IBO) and only schools authorized by the IBO may teach the curriculum, use the organization’s name, and register candidates for examination. High school students officially register with the IBO at the beginning of their junior year through the IB Coordinator. The full IB Diploma includes at least six research courses and a philosophy of learning class. Students who take fewer than six IB subjects can earn individual certificates for their subjects. University credit policies can be found on the web at [www.ibo.org](http://www.ibo.org). Participation in Pre-IB or Pre-AP classes is important in preparing students for the IB Diploma Program.
Contact the guidance counselor for meeting dates and to obtain additional information about enrollment.

**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 IEP.

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.

**Graduation Activities**

Students, including foreign exchange students, shall meet all state and local graduation requirements, including all applicable exit level state assessment requirements, to be eligible to participate in commencement activities and ceremonies. See policy FMH(LOCAL).

All seniors who qualify for graduation are expected to participate in graduation practice as scheduled by the principal. In rare and extenuating circumstances, students may be excused from the practice by the principal with notification directly to the principal by the student or the student’s parent. Students, who fail to participate in the graduation exercise practice without principal approval, will not be allowed to participate in the graduation exercise.
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 principal and given an opportunity to volunteer.

[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 38.] Even though a student has purchased graduation items, he or she must successfully complete all course and testing requirements in order to participate in the commencement program.

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation 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.

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

HARASSMENT

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 28.]

HAZING

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

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

[Also see Bullying on page 16 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness

When your child is ill, please contact the school letting them 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.

Bacterial Meningitis

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 the 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 a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, [http://www.cdc.gov](http://www.cdc.gov), and the Department of State Health Services, [http://www.dshs.state.tx.us](http://www.dshs.state.tx.us).

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, 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 within the five-year period prior to enrolling in and 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 51 for more information.

**Food Allergies**

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 principal if your child has a known food allergy or as soon as
possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, 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 at [www.wfisd.net](http://www.wfisd.net)
under Departments > Health Services.

Also see policy FFAF and Food Allergies and Celebrations on page 21.

**Head Lice**

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. Because lice spread so easily, the
district will exclude any student found to have live lice until after one treatment of an FDA-
approved shampoo or cream rinse, which can be purchased from a drug store or grocery store.

If careful observation indicates that a student has head lice, the school nurse will contact the
student’s parent and inform the parent that the child will need to be picked up from school and
will need to stay home until after an initial treatment is applied. After the student has undergone
one treatment, the parent should check in with the school nurse to discuss the treatment used.
The nurse can also offer additional recommendations, including subsequent treatments and how
best to get rid of lice and prevent their return.

Only the day the child is sent home will be an excused absence. Any subsequent absences will
not be excused for this reason.

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

**Physical Activity for Students in Elementary and Middle School**

In accordance with policies at EHAB, EHAC, EHBG and FFA, the district will ensure that
students in full-day prekindergarten through grade 5 engage in moderate or vigorous physical
activity for at least 30 minutes per day or 135 minutes per week.
Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

**School Health Advisory Council (SHAC)**

During the preceding school year, the district’s School Health Advisory Council held 4 meetings. Additional information regarding the district’s School Health Advisory Council is available on the district website at [www.wfisd.net](http://www.wfisd.net). [See also policies at BDF and EHAA.]

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

[See *Removing a Student from Human Sexuality Instruction* on page 7 for additional information.]

**Other Health-Related Matters**

**Physical Fitness Assessment**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education or athletics class. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

**Vending Machines**

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

**Tobacco Prohibited**

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

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

**Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in
the superintendent’s office. If you have any questions or would like to examine the district’s plan in more detail, please contact Brady Woolsey, the district’s designated asbestos coordinator, at 940-235-1060.

**Pest Management Plan**

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact Brady Woolsey, the district’s IPM coordinator, at 940-235-1060.

**HOMELESS STUDENTS**

For more information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, Debbie Gonzalez at 940-235-1026 ext. 16036.

**HOMEWORK**

Each teacher, in agreement with the principal, determines how homework assignments are made. Questions should first be directed to the teacher. If there is still a question, parents should speak with the principal.

**ILLNESS**

[See Student Illness under **Health-Related Matters** on page 47.]

**IMMUNIZATION**

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 Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [https://weds.dshs.state.tx.us/immco/default.aspx](https://weds.dshs.state.tx.us/immco/default.aspx). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; 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. licensed physician stating that, in the doctor’s opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student’s family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

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 enrolling in and 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.]

**LAW ENFORCEMENT AGENCIES**

**Questioning of Students**

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

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

**Students Taken Into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety.
- To comply with a properly issued directive to take a student into custody.
Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer’s identity and, to the best of his or her ability, will verify the official’s authority to take custody of the student.

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

**Notification of Law Violations**

The district is required by state law to notify:

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

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

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

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

**LEAVING CAMPUS**

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

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

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

- 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.

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

**During Lunch**

All WFISD campuses are closed campuses. Any exceptions are handled through the campus administration.

**At Any Other Time During the School Day**

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

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

**LIMITED ENGLISH PROFICIENT STUDENTS**

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing on page 65, 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.

LOST AND FOUND

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

MAKEUP WORK

Makeup Work Because of Absence

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 as determined by the teacher 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 or final grade.” [See also Attendance for Credit or Final Grade on page 16.]

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 make up 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 principal and previously communicated to students.
DAEP Makeup Work
A student removed to a 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).]

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

MEDICINE AT SCHOOL
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 signed by the physician and parent/guardian.
  - 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 signed by the parent.
  - 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 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 assist with the application of spray sunscreen to a student’s exposed skin if the student brings the sunscreen to school. Nothing prohibits a student at this level from applying his or her own spray or lotion sunscreen if the student is capable of doing so. No lotion sunscreens will be applied to students by district personnel other than the school nurse under medical provisions.
For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student needs 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 principal.

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

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 FFAC.]

Nondiscrimination Statement

Located in the front of this handbook.

Nontraditional Academic Programs

[See Requirements for a Diploma on page 40.]

Physical Examinations / Health Screenings

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. See FFAA(LOCAL). To receive a form, contact the coach or principal prior to the start of the athletic program including practices or phone the Athletic Department at 940-235-1034 for information.
Every campus has a full-time school nurse professional to conduct health evaluations and screenings, administer medication and provide first aid. Typically, screenings for vision and hearing are conducted on students in their Pre-K, Kindergarten, First, Third, Fifth and Seventh grade years. Spinal screenings are conducted on sixth and ninth grade students each spring semester.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags on page 8.]

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

PRAYER

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

PROMOTION AND RETENTION

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

   **Note:** Students in kindergarten-grade 2 do not receive numerical grades. These students are evaluated on individual progress toward mastery of state standards.

2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or semester examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
**Note:** Students in kindergarten-grade 2 must receive marks of “progressing” or “mastered” in 70 percent of the evaluated standards in reading and mathematics.

**KG - Promotion to grade 1 shall be based on demonstrated proficiency in the basic skills outlined in the District’s kindergarten skill guide.**

**In grades 1-2, promotion to the next grade level shall be based on demonstrated proficiency of 70 percent of the evaluated standards in reading and mathematics as outlined in the district’s skill guide.**

**Grade 3 – In grade 3, promotion to the next grade level shall be based on demonstrated proficiency in reading and mathematics. Demonstrated proficiency shall include a final grade average of at least 70 in both reading and mathematics.**

**For students in grades 4-6,** promotion shall be based on demonstrated proficiency in the subject matter of the grade level. Demonstrated proficiency shall include all of the following:

1. A final grade average of at least 70 in reading;
2. A final grade average of at least 70 in language arts (which includes English, spelling and writing);
3. A final grade average of at least 70 in mathematics; and
4. A final combined grade average of 70 for science, social studies, reading, language arts and mathematics.

For students in grades 7-8 and students in grade 6 at Kirby or Barwise campuses, promotion shall be based on demonstrated proficiency in the subject matter of the grade level. Demonstrated proficiency includes all of the following:

1. A final average grade of at least 70 in language arts;
2. A final average grade of at least 70 in mathematics;
3. A final grade average of 70 in science;
4. A final grade average of 70 in social studies; and
5. A final grade average of 70 in all other elective classes where possible.

Failure to meet any one of the above criteria may result in retention of the student in his or her current grade level. Students facing possible retention may attend an extended year program to have an opportunity to be promoted based on demonstrating a passing grade of 70 in the areas of their deficiency. The principal shall be responsible for the promotion of all students.

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 39.]

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.
• In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

• 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.

Because students in grades 5 and 8 must pass STAAR tests to be promoted, they will be given at least three opportunities to pass each test. If a student has not passed after the first two test administrations, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

*NOTE: In 2015, the state has waived testing requirements for grades 5 and 8 Math.*

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. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

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

[See Standardized Testing on page 65.]

Parents of a student at any grade level 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.

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 40 and Standardized Testing on page 65 for more information about EOC assessments.]

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

A Personal Graduation Plan (PGP) will be prepared for any student at the 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 principal. 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 counselor or principal 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 on page 42.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards will be provided at least once every nine weeks for elementary students and every six weeks for secondary students.

At the end of the fourth week of the nine week grading period for elementary and the end of the third week of the six weeks grading period for secondary, parents will be given a written unsatisfactory progress report if their child’s performance 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 a grading period, the parent will 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.]

Teachers follow grading guidelines that have been approved by the principal or 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 and Grading Guidelines on page 39.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL). The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Most report cards and unsatisfactory progress reports for secondary students are mailed directly to the parent. Report cards and unsatisfactory progress reports for elementary students are sent home with the student. Parents of all students should sign and return progress reports and report cards to the school within three school days.

RETALIATION

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 28.]
SAFETY
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 is expected to:

• Avoid conduct that is likely to put the student or others at risk.
• Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
• Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
• Know emergency evacuation routes and signals.
• Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

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

Fire Drill Bells
3 bells       leave the building
2 bells       return to the classroom
1 bell    halt; stand at attention

Tornado Drill Bells
1 continuous bell       move quietly and quickly to the designated locations
2 bells        return to the classroom

Accident Insurance
Voluntary insurance is available for all students. Please visit the Risk Management page under Departments on the district website, www.wfisd.net, for a link with rates and details.

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**

School will be held during inclement weather as practicable. However, school may be delayed due to inclement weather or school may be closed during inclement weather. An announcement concerning the delay or closing of school due to bad weather is made through the district wide communication system phone call to parents, on local radio and television stations between 6:00-7:00 a.m. and posted to the district website. The absence of an announcement means that school is open and classes will be held as regularly scheduled. Students are not dismissed early due to inclement weather. If the parent is concerned and wishes to come to school and pick up his/her child, he/she may do so. Otherwise, students will be dismissed at the regularly scheduled time. If the weather is threatening at the time school is scheduled to be dismissed, a delay in dismissal may occur until weather conditions have moderated.

**SCHEDULE CHANGES**

**Scheduling students in grade 9-12**

Courses will be selected by the student with guidance from the counselor prior to semester registration. After registration for classes, the student will remain in his/her selected classes one semester. Changes will be made when scheduling errors are evident or classes must be adjusted for administrative purposes.

The following procedures must be followed:
1. A student who is withdrawn from a class after the 9th week will receive an F in the course.
2. A student may be changed from one level of a subject to another level of the same subject any time except during the last six weeks of each semester, such as from an advanced program class to a regular class or from a regular class to an advanced program class. Students must have permission from the principal or his/her designee before changing levels. Students moving into an advanced program class from a regular class will be required to do additional course work. The advanced program grade points will not be awarded to a student who enters or leaves an advanced program class after the first three weeks of a one or two semester course.

**SCHOOL FACILITIES**

**Use by Students Before and After School**

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

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.
Conduct Before and After School

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

Use of Hallways During Class Time

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

Meetings of Non-curriculum Related Groups

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

A list of these groups is available in the principal’s office.

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

Students’ desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student’s desk or locker.

Telecommunications and Other Electronic Devices

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.
Vehicles on Campus

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.

Trained Dogs

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

Metal Detectors

See policy FNF(LOCAL)

SEXUAL HARASSMENT

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 25.]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact WFISD at 940-235-1000.

STANDARDIZED TESTING

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 school 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-Plan are the corresponding
preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and 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.

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment (THEA).

**STAAR (State of Texas Assessments of Academic Readiness)**

**Grades 3–8**

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- 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 58 for additional information.

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

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

**End-of-Course (EOC) Assessments for Students in Grades 9–12**

STAAR end-of-course (EOC) assessments are 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 rule.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months.

STAAR Alternate, 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 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.

See Graduation beginning on page 40 for additional information.

**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.

**STEROIDS**

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 website at http://www.uiltexas.org/health/steroid-information.

**STUDENTS IN FOSTER CARE**

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

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

Please contact Diann Taylor, who has been designated as the district’s foster care liaison, at 940-235-1032 with any questions.

**SUBSTANCE ABUSE PREVENTION AND INTERVENTION**

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

**SUICIDE AWARENESS**

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

**SUMMER SCHOOL** - information available in the spring semester

**TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS**

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

**TRANSFERS**

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

[See School Safety Transfers, on page 9, Bullying, on page 18, and Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services, on page 10, for other transfer options.]

**TRANSPORTATION**

**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 principal, 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.

**Buses and Other School Vehicles**

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

The district has identified certain areas where hazardous conditions exist for students who live within two miles of the campus. Students living in those specific areas listed in policy CNA(REGULATION) will be provided transportation.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district’s website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Durham School Services at 766-2113.

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

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, 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.

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. To view WFISD
School Bus Discipline Program, go to wfisd.net>Departments>Transportation, and click on Discipline Program.

**Durham Transportation is in charge of all discipline on the buses.**

**VANDALISM**

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

**VIDEO CAMERAS**

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

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

**VISITORS TO THE SCHOOL**

**General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors must show a governmental issued identification.

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

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

**Visitors Participating in Special Programs for Students**

On occasion, the district invites representatives from the community, colleges and universities and other higher education institutions, prospective employers, and military recruiters to present college and/or career information to interested students.

**VOLUNTEERS**

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal or designee for more information and to complete an application. All volunteers will be
asked to complete an application online through the District’s software and agree to a background check prior to volunteering on campus.

**VOTER REGISTRATION**

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**

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

On the student’s last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. 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.

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

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

**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 districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

**PSAT** is the preparatory and readiness assessment for the SAT.

**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.

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

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

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

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

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

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing 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 principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

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

**TSI assessment** is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.
**TxVSN** is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

STUDENT CODE OF CONDUCT 2014-2015
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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, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Wichita Falls 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. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board become effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

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 shall 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

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 or a school sponsored or school-related activity 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

School administrators shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

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 principal. 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 an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See DAEP—Restrictions During Placement on page 15, 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, in vehicles owned or operated by the district and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain 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.)
• Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
• Engage in conduct that constitutes dating violence. (See glossary.)
• 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, technology and electronic resources, 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, aggravated 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;
• 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:
• Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules. (TEA prohibits having cell phones on during administration of any state-mandated assessment, and a student’s assessment will be marked invalid if use of a phone is discovered.)

**Illegal, Prescription, and Over-the-Counter Drugs**
Students shall not:
• Possess or sell seeds or pieces of marijuana regardless if it is 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 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 technology resources including but not limited to computers and related 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, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment.

• Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

**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.

Miscellaneous Offenses
Students shall not:
• Violate dress and grooming standards as communicated in the student handbook.
• Cheat or copy the work of another.
• Gamble.
• Falsify records, passes, or other school-related documents.
• Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
• Repeatedly violate 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 shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall 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.

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 behavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or designee may restrict or revoke a student’s transportation privileges, in accordance with law.
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 shall 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 shall 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 or vehicles owned or operated by the district.
- 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.
- Sending the student to the office or other assigned area, or to in-school suspension.
- 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.
- Restrictions 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.
Discipline Management Techniques

- 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 principal or appropriate administrator shall notify a student’s parent by phone or in writing of any violation that may result in a detention outside of regular school hours, out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal’s office or on the districts website, www.wfisd.net.

Consequences shall 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 to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student’s bus riding privileges.

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 principal’s office as a discipline management technique. The principal may then employ additional techniques.
Formal Removal

A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. 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.

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 for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator shall 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 appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The administrator shall give the student 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 principal may place the student in:

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

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.

In deciding whether to order out-of-school suspension, the district 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.

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 shall have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall 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 shall be determined by the appropriate administrator, but shall not exceed three school days.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular 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 6 and secondary classification shall be grades 7–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a 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 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 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.)
- Any criminal mischief, including a felony.

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 aggravated robbery or 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 appropriate administrator 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 a 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. (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 shall 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 nonemergency basis.
Process
Removals to a DAEP shall be made by the campus principal or designee.

Conference
When a student is removed from class for a DAEP offense, the appropriate administrator shall 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 appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall 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.

Placement Order
After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student’s parent.

Not later than the second business day after the conference, the board’s designee shall 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 shall give notice of the inconsistency.

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 no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement
The duration of the student’s placement in a DAEP shall be determined by the campus principal or designee with a 20 day minimum for the first assignment, 30 day minimum for the second and a 60 day minimum for the third. Placements for more than the minimum required number of days shall be determined on a case-by-case basis and correlated to the seriousness of the offense, the student’s age and grade level, the frequency of the misconduct, the student’s attitude and statutory requirements.

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.
Disciplinary Alternative Education Program (DAEP) Placement

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 shall be given notice and the opportunity to participate in a proceeding before the board or the board’s designee.

Exceeds One Year
The maximum period of DAEP placement shall be one calendar year except as provided below. 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 principal or 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.

Appeals
Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in a DAEP should be addressed to the campus principal or designee in accordance with policy FOC(LEGAL). Student or parent appeals regarding the process used for the decision, such as issues related to the administrator’s handling of the conference or proper notice being provided, should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal’s office or the central administration office or through Policy On Line at the following address: www.wfisd.net.

Disciplinary consequences shall 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
The district does not permit a student who is placed in a DAEP to participate in or attend any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.
Disciplinary Alternative Education Program (DAEP) Placement

The district shall provide transportation to students in a DAEP for the first assignment only. Parents will have to provide transportation for any subsequent assignment during the school year.

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

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus principal or 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 shall also be reviewed. At the review, the student or the student’s parent shall 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 appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney shall 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 shall 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 shall, 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 shall 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 district 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 appropriate administrator 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 shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall 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, shall 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 shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.
Disciplinary Alternative Education Program (DAEP) Placement

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 shall 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 shall 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 its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

• Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
• Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
• Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
• Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
• Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or 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 district 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 terrorist threat involving a public school.
At School, Within 300 Feet, or at a 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. (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 abusable 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, exhibition, 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 a 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 under federal or state law 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, exhibiting, 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.
  - Any knife including a pocketknife.
  - A club (see glossary) 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.
• 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, a zip gun, or a tire deflation device. (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 shall not be expelled, but shall be placed in a DAEP. A student under age six shall 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 nonemergency basis.

**Process**

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator shall schedule a hearing within a reasonable time. The student’s parent shall 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.
Expulsion

• Out-of-school suspension.
• DAEP.

Hearing
A student facing expulsion shall 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 district’s witnesses.

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

Expulsion Order
After the due process hearing, if the student is expelled, the board or its designee shall 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 Executive Director of School Administration shall 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 shall give notice of the inconsistency.

Length of Expulsion
The length of an expulsion shall 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 shall 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 or other appropriate administrator 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 appropriate administrator 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 appropriate administrator 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 shall 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 shall 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 shall 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 shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall 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.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
   a. 65 years of age or older, or
   b. A disabled person.

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.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a
school-sponsored or school-related activity, or in a vehicle operated by the district and 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.

**Cyberbullying** is the use of any electronic communication device to engage in bullying or
intimidation.

**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 another 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, 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.

**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 student, 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** are 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; telecommunications or electronic devices; 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 excepted 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).

**Tire deflation device** is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle’s tires.

**Title 5 offenses** are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; 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.
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APPENDIX B

EXTRACURRICULAR CODE OF CONDUCT 2014-2015
EXTRACURRICULAR ACTIVITIES: GENERAL PROVISIONS

What is an extracurricular activity?

Any University Interscholastic League (UIL), WFISD or campus sponsored or related public performances, events, contests, demonstrations, displays, club activities, athletics, whether on or off campus;

Any elected offices and honors (such as student council or homecoming queen):

All co-curricular activities, which are those held in conjunction with a credit-bearing class, but that may take place outside of school and outside of the school day (such as band and choir);

All national organizations (such as National Honor Society or Future Farmers of America); and

Any activity held in conjunction with another activity that is considered to be an extracurricular activity (such as a meeting, practice or fundraiser).

Why are extracurricular activities important?

They promote self-discipline, responsibility, leadership, teamwork, self-confidence, commitment and student wellness.

They enhance and enrich curricular educational offerings.

They offer participants the opportunity to be leaders and role models on campus and in the community.

They enable participants to represent WFISD in a positive manner.
JURISDICTION

Who is subject to the Extracurricular Code of Conduct?

Any student who participates in one or more extracurricular activities is subject to the Extracurricular Code of Conduct (ECC). A student is subject to the ECC from the time he/she is selected for, elected to or otherwise joins an extracurricular activity and continues to be subject to the ECC from that point forward unless or until the student no longer participates in extracurricular activities.

When does the Extracurricular Code of Conduct apply?

The privilege of representing WFISD carries with it a greater responsibility to conduct oneself with respect and dignity and to serve as a role model for all students. Consequently, extracurricular activity participants are expected to comply with the ECC at all times, regardless of location. This includes both on and off-campus conduct as well as evenings, weekends, holidays and summer vacation.
CONDUCT EXPECTATIONS

What is expected of extracurricular activity participants?

Participants in extracurricular activities are representatives of WFISD and must conduct themselves in a manner that reflects positively on the district at all times. Specifically, they must:

- Maintain an average of 70% or better in all academic courses, except as provided in District policy FM(LEGAL);
- Be punctual and prepared for all games, practices, meetings, performances, camps and/or other scheduled events related to an extracurricular activity;
- Treat all school property with respect and ensure that school property is returned upon request and in good condition (excluding reasonable wear and tear);
- Abide by the District’s dress and grooming standards for students as well as any dress and grooming standards applicable to the specific extracurricular activity;
- Comply with all UIL rules, including those related to random steroid testing, if applicable;
- Be courteous and respectful toward all fellow participants, school faculty and staff members, spectators, parents and officials, whether from WFISD or from any other school district;
- Provide advanced notice, in the time frame and format required by the sponsor, of any absence from activity such as attending a game, practice, meeting, performance, and/or other scheduled event related to the extracurricular activity;
- Complete safety training and maintain certifications as required regarding: the use of automated external defibrillators (AED’s), recognizing the symptoms of injuries and the risk of using dietary supplements;
- Comply with all rules and guidelines in the ECC and those established for a specific extracurricular activity in which the student participates;
- Comply with and adhere to the behavioral standards identified in the District’s Code of Conduct.
PROCEDURES

Is a student entitled to participate in extracurricular activities?

No, participation in extracurricular activities is a privilege, not a right. As such, a student’s participation may be revoked at the District’s discretion.

How will parents be notified that a violation of the ECC has occurred?

Parents will be notified of all violations that result in suspension from participation in extracurricular activities.

The activity sponsor or coach will contact the student and the student’s parent via telephone or face-to-face conference within an appropriate time frame from the time the activity sponsor or coach learns of such a violation. At that time, the activity sponsor or coach will inform the parent and student of the specific violation and discuss the applicable consequences. The student will be given an opportunity to respond to the allegations.

What if a parent does not agree with the decision?

All appeals will be addressed through the District’s complaint process, contained in policies FNG (LEGAL and LOCAL). A decision of the Wichita Falls ISD Board of Trustees regarding an extracurricular activity complaint is final and is not appealable.

NOTES: Students placed in DAEP are ineligible to participate in or attend extracurricular activities pursuant to Texas Education Code 37.006(g).

The standards of the ECC are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in a student being disciplined under both standards.
EXTRA-CURRICULAR CODE OF CONDUCT PERTAINING TO TRUANCY

The following rules and consequences apply to all Wichita Falls ISD students during their active involvement as a member of an extra-curricular activity.

- No excessive unexcused absences of a student

1. On the 5th unexcused absence, the coach/sponsor will be notified by the appointed administrative designee of the campus principal. The student will receive a warning and the parent or guardian of the student will be contacted. At that time the coach/sponsor will counsel the student and develop a plan to secure proper school attendance. The student and their parent or guardian will sign a contract that will state the punishment phase of the truancy policy.

2. On the 7th unexcused absence, the student and their parent or guardian will be notified that the student will miss the next week of participation of all extra-curricular competitions, recognitions and productions (7 calendar days).

3. On the 10th unexcused absence, the student and their parent or guardian will be notified that the student will miss the next 2 weeks of participation of all extra-curricular competitions, recognitions and productions (14 calendar days). At this time, the student will be considered in contempt of court.

4. On the 15th unexcused absence, the student and parent or guardian will be notified that the student will miss the next 4 weeks of participation of all extra-curricular competitions, recognitions and productions (28 calendar days).

5. On the 20th unexcused absence, the student and parent or guardian will be notified that the student will miss the next 8 weeks of participation of all extra-curricular competitions, recognitions and productions (56 calendar days).

6. On the 25th unexcused absence, the student and parent or guardian will be notified that the student will be removed from all extra-curricular programs for 1 calendar year.
EXTRA-CURRICULAR CODE OF CONDUCT PERTAINING TO ALCOHOL AND CLASS C DRUG RELATED OFFENSES

Alcohol and Illegal Drugs
The following rules and consequences apply to all Wichita Falls ISD students during their active involvement as a member of an extra-curricular activity.

- NO CONSUMPTION, POSSESSION, PURCHASING, DISTRIBUTING OF ALCOHOL BEVERAGES
- NO USE, POSSESSION, PURCHASING, DISTRIBUTING OF ILLEGAL DRUGS
- NO MISUSE OF PRESCRIPTION DRUG

Students involved in extra-curricular activities who violate the above stated rules shall be subject to the following:

**First Offense**
- Parent notification by Program Coordinator or Head Coach/Sponsor to address the consequences of the first offense pertaining to alcohol and illegal drugs. Student must report the offense to the coach/sponsor within 3 days of the offense. Failure to report will result in an additional 5 day suspension.
- The student will be suspended from participation in all extra-curricular competitions, recognitions and productions for a minimum of 15 days.
- The student must participate in a District approved student assistance program of external counseling. The District will provide information regarding external agencies that provide substance abuse education upon request, although any cost associated with this external service will be the responsibility of the parent and/or student (to be completed within 30 days of the offense).
- A drug test must be submitted to and approved by the Program Coordinator and Head Coach/Sponsor at the expense of the student or parent/guardian at a district approved site prior to returning to competition status. ONLY hair follicle or urine specimens will be accepted.
- The student will complete twenty (20) hours of approved community service. The Program Coordinator or designee will monitor (to be completed within 30 days of reported offense).

**Second Offense**
- Parent notification by Program Coordinator or Head Coach/Sponsor to address the consequences if the second offense pertaining to alcohol and
illegal drugs. Student must report the offense to the Head Coach/Sponsor within 3 days. Failure to report will result in an additional 5 day suspension.

- The student will be suspended from participation in all extra-curricular competitions, recognitions and productions for a minimum of 30 days. Removal from the extra-curricular roll sheet will be at the Head Coach's/Sponsor's discretion.

- The student must participate in a District approved student assistance program or show proof of an external program. The district will provide information regarding external agencies that provide substance abuse education upon request, although any cost associated with the external service will be the responsibility of the parent or student (to be completed within 30 days of the reported offense).

- A drug test must be submitted to and approved by the Program Coordinator and Head Coach/Sponsor at the expense of the student or parent/guardian at a district approved site prior to returning to competition status. ONLY hair follicle or urine specimen will be accepted.

- The student will complete an additional twenty (20) hours of approved community service. The Program Coordinator or designee will monitor. (To be completed within 30 days of the reported offense).

**Third Offense**

- Parent notification by the Program Coordinator to address the consequences of the third offense pertaining to alcohol and illegal drugs. Student must report the offense to the Head Coach/Sponsor within 3 days. Failure to report will result in an additional 5 day suspension.

- The student will be suspended from participation in all extra-curricular competitions, recognitions and productions for a minimum of 1 calendar year. Removal from the extra-curricular roll sheet will be at the Head Coach's/Sponsor's discretion.

- The student must participate in a District approved student assistance program or show proof of an external program. The District will provide information regarding external agencies that provide substance abuse education upon request, although any cost associated with the external service will be the responsibility of the parent or student. (To be completed within 30 days of reported offense.)

- A drug test must be submitted to and approved by the Program Coordinator and Head Coach/Sponsor at the expense of the student or parent at a district approved site prior to returning to competition status. ONLY hair follicle or urine specimens will be accepted. The student will have to submit negative test results monthly for the rest of his or her extra-curricular eligibility within the WFISD.
The student will complete an additional twenty (20) hours of community service. The Program Coordinator or designee will monitor. (To be completed within 30 days of reported offense.)

Extra-Curricular Code of Conduct Pertaining to Illegal Offenses

The following rules and consequences apply to all Wichita Falls ISD students during their active involvement as a member of an extra-curricular activity.

It is the responsibility of the student to report the offense and corresponding disposition to the administrative designee, and/or the coach/sponsor within three calendar days of the arrest. If the arrest or dispositions occurs during the year when school is not in session, the student must report the arrest or disposition within three calendar days of returning to school. Failure to report as required will result in an additional 30 day suspension.

LEVEL 1 – Class A or B misdemeanor, with the exception of misdemeanor drug related offenses and unlawfully carrying of a weapon/firearm (see Level 2 below). If a student is arrested or charged with a Level 1 offense, the following will apply:

First Offense

- Meeting with student, parent/guardian and administrative designee to discuss proper lawful behavior;
- 10 day suspension from all extra-curricular competitions, recognitions and productions; and
- Student will be assigned by a school official one of the following:
  * See Behavior Contract
    20 hours of community service (to be completed within 30 days of the reported offense) or
    20 miles of running (to be completed within 14 days of reported offense).

Second Offense

- Meeting with student, parent/guardian and administrative designee to discuss proper lawful behavior;
- 25 day suspension from all extra-curricular competitions, recognitions and productions; and
- Student will be assigned one of the following:
  * See Behavior Contract
    20 hours of community service (to be completed within 30 days of the reported offense) or
    20 miles of running (to be completed within 14 days of reported offense).
**Third Offense**
- Meeting with student parent/guardian and administrative designee;
- Suspension of all extra-curricular competitions, recognitions and productions for one calendar year.

**LEVEL 2** – Misdemeanor drug related offenses, unlawfully carrying a weapon/firearm, State Jail and 3rd degree felony offenses. If a student is arrested or charged with a Level 2 offense, the following will apply:

**First Offense**
- Meeting with student, parent/guardian and administrative designee to discuss proper lawful behavior;
- 30 day suspension from all extra-curricular competitions, recognitions and productions; and
- Student will be assigned by a school official one of the following:
  * See Behavior Contract
    20 hours of community service (to be completed within 30 days of reported offense) or
    20 miles of running (to be completed within 14 days of reported offense).

**Second Offense**
- Meeting with student, parent/guardian and administrative designee to discuss proper lawful behavior;
- 45 day suspension from all extra-curricular competitions, recognitions and productions; and
- Student will be assigned one of the following:
  * See Behavior Contract
    20 hours of community service (to be completed within 30 days of reported offense) or
    20 miles of running (to be completed within 14 days of reported offense).

**Third Offense**
- Meeting with student, parent/guardian and administrator designee;
- Suspension from all extra-curricular competitions, recognitions and productions for one calendar year.
LEVEL 3 – Capital, 1st and 2nd degree felony offenses. If a student is arrested or charged with a Level 3 offense, the following will apply:

- Meeting with student, parent/guardian and administrative designee;
- Suspension from all extra-curricular involvement until a disposition is reached.
- A student who receives a disposition of pre-trial diversion, deferred adjudication, conviction, or adjudication will be permanently removed from all extra-curricular activities.
- A student who receives a disposition of juvenile deferred prosecution will not be allowed to participate in extra-curricular activities during the term of deferred prosecution.

If a student is found ‘not guilty’ or if the allegations are determined to be ‘not true’ through the formal process of the Criminal Justice System, the student will immediately be allowed to resume involvement in all extra-curricular activities. If charges are dismissed without a preceding disposition of pre-trial diversion, deferred adjudication, or juvenile deferred prosecution, the student will immediately be allowed to resume all extra-curricular activities. Offenses with a disposition of ‘not guilty’ or ‘not true’ or with a dismissal, excluding dismissals with the above mentioned preceding dispositions, will not be considered as prior offenses in determining 1st, 2nd or 3rd offenses.

Suspensions will be carried over from one school year to the next. Suspension days will not be credited during summer months or during holiday periods when school is not in session. If the student’s extra-curricular activity participates in competitions, recognitions and productions during the summer months or holiday periods, the days of competition may be counted towards suspension days.
EXAMPLE:

WFISD EXTRA-CURRICULAR ACTIVITY PARTICIPANT
BEHAVIOR CONTRACT

I, ________________________(student name), a participant in
________________________________________________ (list extra-curricular
activities) agree to abide by the Extra-Curricular Code of Conduct, including all conduct
expectations and the consequences. I understand that by participating in extra-
curricular activities, I am a representative of the school district and a role model for my
fellow students, and as such, I am held to a higher standard of behavior.

I recognize that I violated those standards by engaging in the following violation(s) of
the WFISD Extra-curricular Code of Conduct: ____________________________________
________________________________________________
______________________________________________________________________
______________________________________________________________________
(student should describe violations in detail)

I understand that my continued participation in all extracurricular activities is contingent
upon my successful completion of the Behavior Contract.

I pledge to do the following: _______________________________________
____________________________________________________________________
____________________________________________________________________

Deadline for completion: _______________________________________

*I understand that if I do not successfully complete the Behavior Contract by the
specified deadlines, I will be suspended for an additional 15 days from participating in
all extra-curricular activities. During the additional 15 day suspension, I am expected to
complete the remaining requirements of the Behavior Contract. Failure to do so will
result in an additional 30 day suspension from all extra-curricular activities.

__________________________                    _________________________________
Student signature           Parent signature

__________________________                   __________________________________
Head Coach/Sponsor signature                      Date
APPENDIX B

EXTRACURRICULAR CODE OF CONDUCT 2014-2015
EXTRACURRICULAR ACTIVITIES: GENERAL PROVISIONS

What is an extracurricular activity?

Any University Interscholastic League (UIL), WFISD or campus sponsored or related public performances, events, contests, demonstrations, displays, club activities, athletics, whether on or off campus;

Any elected offices and honors (such as student council or homecoming queen):

All co-curricular activities, which are those held in conjunction with a credit-bearing class, but that may take place outside of school and outside of the school day (such as band and choir);

All national organizations (such as National Honor Society or Future Farmers of America); and

Any activity held in conjunction with another activity that is considered to be an extracurricular activity (such as a meeting, practice or fundraiser).

Why are extracurricular activities important?

They promote self-discipline, responsibility, leadership, teamwork, self-confidence, commitment and student wellness.

They enhance and enrich curricular educational offerings.

They offer participants the opportunity to be leaders and role models on campus and in the community.

They enable participants to represent WFISD in a positive manner.
JURISDICTION

Who is subject to the Extracurricular Code of Conduct?

Any student who participates in one or more extracurricular activities is subject to the Extracurricular Code of Conduct (ECC). A student is subject to the ECC from the time he/she is selected for, elected to or otherwise joins an extracurricular activity and continues to be subject to the ECC from that point forward unless or until the student no longer participates in extracurricular activities.

When does the Extracurricular Code of Conduct apply?

The privilege of representing WFISD carries with it a greater responsibility to conduct oneself with respect and dignity and to serve as a role model for all students. Consequently, extracurricular activity participants are expected to comply with the ECC at all times, regardless of location. This includes both on and off-campus conduct as well as evenings, weekends, holidays and summer vacation.
CONDUCT EXPECTATIONS

What is expected of extracurricular activity participants?

Participants in extracurricular activities are representatives of WFISD and must conduct themselves in a manner that reflects positively on the district at all times. Specifically, they must:

Maintain an average of 70% or better in all academic courses, except as provided in District policy FM(LEGAL);

Be punctual and prepared for all games, practices, meetings, performances, camps and/or other scheduled events related to an extracurricular activity;

Treat all school property with respect and ensure that school property is returned upon request and in good condition (excluding reasonable wear and tear);

Abide by the District’s dress and grooming standards for students as well as any dress and grooming standards applicable to the specific extracurricular activity;

Comply with all UIL rules, including those related to random steroid testing, if applicable;

Be courteous and respectful toward all fellow participants, school faculty and staff members, spectators, parents and officials, whether from WFISD or from any other school district;

Provide advanced notice, in the time frame and format required by the sponsor, of any absence from activity such as attending a game, practice, meeting, performance, and/or other scheduled event related to the extracurricular activity;

Complete safety training and maintain certifications as required regarding: the use of automated external defibrillators (AED’s), recognizing the symptoms of injuries and the risk of using dietary supplements;

Comply with all rules and guidelines in the ECC and those established for a specific extracurricular activity in which the student participates;

Comply with and adhere to the behavioral standards identified in the District’s Code of Conduct.
PROCEDURES

Is a student entitled to participate in extracurricular activities?

No, participation in extracurricular activities is a privilege, not a right. As such, a student’s participation may be revoked at the District’s discretion.

How will parents be notified that a violation of the ECC has occurred?

Parents will be notified of all violations that result in suspension from participation in extracurricular activities.

The activity sponsor or coach will contact the student and the student’s parent via telephone or face-to-face conference within an appropriate time frame from the time the activity sponsor or coach learns of such a violation. At that time, the activity sponsor or coach will inform the parent and student of the specific violation and discuss the applicable consequences. The student will be given an opportunity to respond to the allegations.

What if a parent does not agree with the decision?

All appeals will be addressed through the District’s complaint process, contained in policies FNG (LEGAL and LOCAL). A decision of the Wichita Falls ISD Board of Trustees regarding an extracurricular activity complaint is final and is not appealable.

NOTES: Students placed in DAEP are ineligible to participate in or attend extracurricular activities pursuant to Texas Education Code 37.006(g).

The standards of the ECC are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in a student being disciplined under both standards.
EXTRA-CURRICULAR CODE OF CONDUCT PERTAINING TO TRUANCY

The following rules and consequences apply to all Wichita Falls ISD students during their active involvement as a member of an extra-curricular activity.

- No excessive unexcused absences of a student

1. On the 5th unexcused absence, the coach/sponsor will be notified by the appointed administrative designee of the campus principal. The student will receive a warning and the parent or guardian of the student will be contacted. At that time the coach/sponsor will counsel the student and develop a plan to secure proper school attendance. The student and their parent or guardian will sign a contract that will state the punishment phase of the truancy policy.

2. On the 7th unexcused absence, the student and their parent or guardian will be notified that the student will miss the next week of participation of all extra-curricular competitions, recognitions and productions (7 calendar days).

3. On the 10th unexcused absence, the student and their parent or guardian will be notified that the student will miss the next 2 weeks of participation of all extra-curricular competitions, recognitions and productions (14 calendar days). At this time, the student will be considered in contempt of court.

4. On the 15th unexcused absence, the student and parent or guardian will be notified that the student will miss the next 4 weeks of participation of all extra-curricular competitions, recognitions and productions (28 calendar days).

5. On the 20th unexcused absence, the student and parent or guardian will be notified that the student will miss the next 8 weeks of participation of all extra-curricular competitions, recognitions and productions (56 calendar days).

6. On the 25th unexcused absence, the student and parent or guardian will be notified that the student will be removed from all extra-curricular programs for 1 calendar year.
EXTRA-CURRICULAR CODE OF CONDUCT PERTAINING TO ALCOHOL AND CLASS C DRUG RELATED OFFENSES

Alcohol and Illegal Drugs
The following rules and consequences apply to all Wichita Falls ISD students during their active involvement as a member of an extra-curricular activity.

- NO CONSUMPTION, POSSESSION, PURCHASING, DISTRIBUTING OF ALCOHOL BEVERAGES
- NO USE, POSSESSION, PURCHASING, DISTRIBUTING OF ILLEGAL DRUGS
- NO MISUSE OF PRESCRIPTION DRUG

Students involved in extra-curricular activities who violate the above stated rules shall be subject to the following:

**First Offense**
- Parent notification by Program Coordinator or Head Coach/Sponsor to address the consequences of the first offense pertaining to alcohol and illegal drugs. Student must report the offense to the coach/sponsor within 3 days of the offense. Failure to report will result in an additional 5 day suspension.
- The student will be suspended from participation in all extra-curricular competitions, recognitions and productions for a minimum of 15 days.
- The student must participate in a District approved student assistance program of external counseling. The District will provide information regarding external agencies that provide substance abuse education upon request, although any cost associated with this external service will be the responsibility of the parent and/or student (to be completed within 30 days of the offense).
- A drug test must be submitted to and approved by the Program Coordinator and Head Coach/Sponsor at the expense of the student or parent/guardian at a district approved site prior to returning to competition status. ONLY hair follicle or urine specimens will be accepted.
- The student will complete twenty (20) hours of approved community service. The Program Coordinator or designee will monitor (to be completed within 30 days of reported offense).

**Second Offense**
- Parent notification by Program Coordinator or Head Coach/Sponsor to address the consequences if the second offense pertaining to alcohol and
illegal drugs. Student must report the offense to the Head Coach/Sponsor within 3 days. Failure to report will result in an additional 5 day suspension.

- The student will be suspended from participation in all extra-curricular competitions, recognitions and productions for a minimum of 30 days. Removal from the extra-curricular roll sheet will be at the Head Coach's/Sponsor's discretion.
- The student must participate in a District approved student assistance program or show proof of an external program. The district will provide information regarding external agencies that provide substance abuse education upon request, although any cost associated with the external service will be the responsibility of the parent or student (to be completed within 30 days of the reported offense).
- A drug test must be submitted to and approved by the Program Coordinator and Head Coach/Sponsor at the expense of the student or parent/guardian at a district approved site prior to returning to competition status. ONLY hair follicle or urine specimen will be accepted.
- The student will complete an additional twenty (20) hours of approved community service. The Program Coordinator or designee will monitor. (To be completed within 30 days of the reported offense).

Third Offense

- Parent notification by the Program Coordinator to address the consequences of the third offense pertaining to alcohol and illegal drugs. Student must report the offense to the Head Coach/Sponsor within 3 days. Failure to report will result in an additional 5 day suspension.
- The student will be suspended from participation in all extra-curricular competitions, recognitions and productions for a minimum of 1 calendar year. Removal from the extra-curricular roll sheet will be at the Head Coach's/Sponsor's discretion.
- The student must participate in a District approved student assistance program or show proof of an external program. The District will provide information regarding external agencies that provide substance abuse education upon request, although any cost associated with the external service will be the responsibility of the parent or student. (To be completed within 30 days of reported offense.)
- A drug test must be submitted to and approved by the Program Coordinator and Head Coach/Sponsor at the expense of the student or parent at a district approved site prior to returning to competition status. ONLY hair follicle or urine specimens will be accepted. The student will have to submit negative test results monthly for the rest of his or her extra-curricular eligibility within the WFISD.
The student will complete an additional twenty (20) hours of community service. The Program Coordinator or designee will monitor. (To be completed within 30 days of reported offense.)

Extra-Curricular Code of Conduct Pertaining to Illegal Offenses

The following rules and consequences apply to all Wichita Falls ISD students during their active involvement as a member of an extra-curricular activity.

It is the responsibility of the student to report the offense and corresponding disposition to the administrative designee, and/or the coach/sponsor within three calendar days of the arrest. If the arrest or dispositions occurs during the year when school is not in session, the student must report the arrest or disposition within three calendar days of returning to school. Failure to report as required will result in an additional 30 day suspension.

LEVEL 1 – Class A or B misdemeanor, with the exception of misdemeanor drug related offenses and unlawfully carrying of a weapon/firearm (see Level 2 below). If a student is arrested or charged with a Level 1 offense, the following will apply:

**First Offense**
- Meeting with student, parent/guardian and administrative designee to discuss proper lawful behavior;
- 10 day suspension from all extra-curricular competitions, recognitions and productions; and
- Student will be assigned by a school official one of the following:
  * See Behavior Contract
    20 hours of community service (to be completed within 30 days of the reported offense) or
    20 miles of running (to be completed within 14 days of reported offense).

**Second Offense**
- Meeting with student, parent/guardian and administrative designee to discuss proper lawful behavior;
- 25 day suspension from all extra-curricular competitions, recognitions and productions; and
- Student will be assigned one of the following:
  * See Behavior Contract
    20 hours of community service (to be completed within 30 days of the reported offense) or
    20 miles of running (to be completed within 14 days of reported offense).
**Third Offense**
- Meeting with student parent/guardian and administrative designee;
- Suspension of all extra-curricular competitions, recognitions and productions for one calendar year.

**LEVEL 2** – Misdemeanor drug related offenses, unlawfully carrying a weapon/firearm, State Jail and 3rd degree felony offenses. If a student is arrested or charged with a Level 2 offense, the following will apply:

**First Offense**
- Meeting with student, parent/guardian and administrative designee to discuss proper lawful behavior;
- 30 day suspension from all extra-curricular competitions, recognitions and productions; and
- Student will be assigned by a school official one of the following:
  * See Behavior Contract
    20 hours of community service (to be completed within 30 days of reported offense) or
    20 miles of running (to be completed within 14 days of reported offense).

**Second Offense**
- Meeting with student, parent/guardian and administrative designee to discuss proper lawful behavior;
- 45 day suspension from all extra-curricular competitions, recognitions and productions; and
- Student will be assigned one of the following:
  * See Behavior Contract
    20 hours of community service (to be completed within 30 days of reported offense) or
    20 miles of running (to be completed within 14 days of reported offense).

**Third Offense**
- Meeting with student, parent/guardian and administrator designee;
- Suspension form all extra-curricular competitions, recognitions and productions for one calendar year.
LEVEL 3 – Capital, 1\textsuperscript{st} and 2\textsuperscript{nd} degree felony offenses. If a student is arrested or charged with a Level 3 offense, the following will apply:

- Meeting with student, parent/guardian and administrative designee;
- Suspension from all extra-curricular involvement until a disposition is reached.
- A student who receives a disposition of pre-trial diversion, deferred adjudication, conviction, or adjudication will be permanently removed from all extra-curricular activities.
- A student who receives a disposition of juvenile deferred prosecution will not be allowed to participate in extra-curricular activities during the term of deferred prosecution.

If a student is found ‘not guilty’ or if the allegations are determined to be ‘not true’ through the formal process of the Criminal Justice System, the student will immediately be allowed to resume involvement in all extra-curricular activities. If charges are dismissed without a preceding disposition of pre-trial diversion, deferred adjudication, or juvenile deferred prosecution, the student will immediately be allowed to resume all extra-curricular activities. Offenses with a disposition of ‘not guilty’ or ‘not true’ or with a dismissal, excluding dismissals with the above mentioned preceding dispositions, will not be considered as prior offenses in determining 1\textsuperscript{st}, 2\textsuperscript{nd} or 3\textsuperscript{rd} offenses.

Suspensions will be carried over from one school year to the next. Suspension days will not be credited during summer months or during holiday periods when school is not in session. If the student’s extra-curricular activity participates in competitions, recognitions and productions during the summer months or holiday periods, the days of competition may be counted towards suspension days.
EXAMPLE:

WFISD EXTRA-CURRICULAR ACTIVITY PARTICIPANT
BEHAVIOR CONTRACT

I, __________________________(student name), a participant in
________________________________________________(list extra-curricular
activities) agree to abide by the Extra-Curricular Code of Conduct, including all conduct
expectations and the consequences. I understand that by participating in extra-
curricular activities, I am a representative of the school district and a role model for my
fellow students, and as such, I am held to a higher standard of behavior.

I recognize that I violated those standards by engaging in the following violation(s) of
the WFISD Extra-curricular Code of Conduct: ________________________________
____________________________________________________________________
____________________________________________________________________
(student should describe violations in detail)

I understand that my continued participation in all extracurricular activities is contingent
upon my successful completion of the Behavior Contract.

I pledge to do the following: _____________________________________________
____________________________________________________________________
____________________________________________________________________

Deadline for completion: _____________________________________________

*I understand that if I do not successfully complete the Behavior Contract by the
specified deadlines, I will be suspended for an additional 15 days from participating in
all extra-curricular activities. During the additional 15 day suspension, I am expected to
complete the remaining requirements of the Behavior Contract. Failure to do so will
result in an additional 30 day suspension from all extra-curricular activities.

__________________________                    _________________________________
Student signature           Parent signature

__________________________                   __________________________________
Head Coach/Sponsor signature                      Date
A student shall be assigned to a school in the attendance area in which he or she resides.

CLASS CHANGES
The campus principal shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.

TRANSFERS BETWEEN SCHOOLS
The Superintendent shall be authorized to investigate and approve transfers between schools.

PROVISIONS APPLICABLE TO ALL TRANSFERS
As used in policy, "parent" shall also include guardian, conservator, or other person having legal control of a student.

CHILDREN OF DISTRICT EMPLOYEES
A campus-level employee shall be granted the opportunity to enroll his or her child at the campus at which the employee is assigned. This provision shall not apply to:

1. A student assigned to disciplinary or alternative education programs;
2. A bilingual and ESL student to the extent that student choices are limited to those schools offering bilingual or ESL programs;
3. A student who participates in delinquent conduct and/or criminal activity; or
4. A student with a low incidence disability who would be better served by participation in a centralized program providing services related to the student’s disability.

If the parent’s employment with the District ceases or if the parent experiences a change in the campus of employment, the child’s transfer at the receiving school shall be revoked; however, the child shall be allowed to complete the current semester at the receiving school.

ERRORS
When a student has been erroneously enrolled in a District school due to an administrative oversight or a mistake, the student shall be entitled to complete the current academic year at his or her current school. The subsequent term of enrollment shall be at the school of appropriate placement.

APPEALS PROCESS
A student may appeal his or her assignment or denial of a transfer request to the student assignment appeals committee. The committee shall consist of three members and two alternates appointed by the Superintendent. No more than one member of the committee shall be employed in the student assignment office. An appeal must be based upon either on the:
1. Failure of the student assignment office to follow assignment procedures; or

2. Unusual circumstances creating a substantial hardship such as, but not limited to, death, illness, or incapacity of an immediate family member.

After hearing the presentation of the student or student’s representative, the appeals committee shall determine whether there was a failure to follow procedures or whether a substantial hardship exists that would justify a different assignment. The committee shall not grant a transfer that would cause an increase in staff or that would cause student-to-teacher ratios to be in excess of those allowed by law.

“Elementary” shall refer to kindergarten through grade 6.

The procedures for the assignment of a student to an elementary school are designed to:

1. Enhance a student’s academic and social progress by providing a student population from differing geographic areas and socioeconomic groups.

2. Provide students from differing geographic areas and socioeconomic groups the opportunity to attend campuses with varying programs and physical facilities and therefore expand their experience and knowledge base.

3. Prevent concentration of economically disadvantaged groups and therefore inhibit performance on standardized tests.

4. Encourage teacher retention to improve the quality of education.

An attendance area has been established for each elementary school by District policy and/or regulation. Except as provided herein, an elementary student shall be assigned to a school in the attendance area for that school including magnet programs at such school. Residence of a student shall be the same as the residence of the parent having the right to establish such residence.

Prekindergarten and kindergarten programs shall not be available at all elementary schools. If a prekindergarten or kindergarten program is not available to a student at his or her attendance zone elementary school, either due to lack of available space or because the campus does not have such a program, the student shall be assigned to the program at the campus in closest physical proximit-
ity to the student’s residence that has available space in its pro-
gram or another location that is mutually agreeable to the parent
and the Superintendent or designee.

If space is not available to a student in grades 1–4 at his or her at-
tendance zone elementary school, the student shall be assigned to
the campus in closest physical proximity to the student’s residence
that has space or another location that is mutually agreeable to the
parent and the Superintendent or designee.

**PREKINDERGARTEN PROGRAMS**

Prekindergarten programs are offered as required by state and fed-
eral law. Not all students are eligible for a required prekindergarten program.

**MAGNET SCHOOL PROGRAMS**

A student accepted for admission to a magnet school program
shall be assigned to such a school regardless of the attendance area.

**ADMISSION PROCEDURES**

An open enrollment period shall be established for six weeks dur-
ing the spring semester of each academic year. An application for
admission to magnet programs must be submitted to the student
assignment office during this time.

After the close of the open enrollment period, a student shall be as-
signed to the magnet program in the following order of priority:

1. A student choosing a magnet program at a school in the at-
tendance area in which the student resides.

2. Current attendance of a sibling residing in the same house-
hold at the school where the magnet program is offered.

3. A student residing in an attendance area of an economically
disadvantaged school requesting admission to a magnet pro-
gram at a noneconomically disadvantaged school.

4. A student residing in an attendance area of a noneconom-
ically disadvantaged school requesting admission to a magnet
program at an economically disadvantaged school.

5. Closest physical proximity from the student’s residence to the
school where the magnet program is offered.

A student whose application for admission to a magnet program is
received after the end of the open enrollment period shall be admit-
ted on a space-available basis.

**SIXTH GRADE PROGRAM**

After the close of the open enrollment period, a student shall be as-
signed to the magnet program in the following order of priority:
1. A student in grade 5 currently attending Lamar Elementary or Washington Jackson Elementary shall have first priority to attend the Kirby Jr. High grade 6 program.

2. A student residing in the District shall have priority over a non-District student.

3. A newly transferred active military dependent residing in the District (Interstate Compact on Educational Opportunity for Military Children).

4. The date the application was received at the student assignment office shall be considered last.

The Superintendent or designee shall determine the number of student spaces that shall be available for magnet or transfer students at each elementary campus. The number of spaces to be identified for magnet or transfer students at a particular campus shall be determined on an annual basis depending upon the number of students currently enrolled on the campus.

A student who has enrolled legally in an elementary school as a resident of that attendance zone may be permitted to remain in that school for the rest of the year if his or her family moves into another attendance zone within the District. However, the student must remain in good standing, and student enrollment space must be available within the student-to-teacher ratios as allowed by law and with the existing faculty and staff at the campus. Transportation shall be the responsibility of the parent.

A student assigned to an elementary campus may request a transfer if the student has:

1. Not been placed in an alternative education program for consistent misbehavior or a major disciplinary violation;

2. Not been expelled from classes within the current or immediately preceding semester;

3. Not consistently violated the attendance policy or the Student Code of Conduct at the campus at which currently enrolled; and

4. Been performing at grade level and is enrolled in the grade appropriate to the student’s age.

If the principals of the sending and receiving schools agree, conditions 2, 3, and 4 may be waived.
A parent wishing to transfer a student to another elementary school within the District shall complete a transfer request form at the student assignment office or shall apply online on the District’s Web site through the student assignment department. All voluntary transfer applicants shall be notified by mail of acceptance or denial. An application shall not be required for a student who has been granted a transfer to the receiving school for the previous two school years and remains in good standing.

Applications shall not be processed during the last grading period of the current school year.

CRITERIA
Approval of the transfer request:

1. Must be based on serving a valid educational purpose and be in the best interest of the student;
2. Must not cause an increase in the number of staff, programs, or services provided at the new campus; and
3. Will be denied if there is not available space at the proposed receiving campus. [See ENROLLMENT LIMITATIONS, above]

NOTICE
An application for the fall semester may be made on or after the first day of summer vacation. The parent shall receive notice of approval or denial of a transfer for the fall semester as soon as reasonably possible but no later than the second week of August.

A parent submitting a voluntary transfer application during the school year shall be notified by mail within 14 days of receipt of the application by the student assignment office.

REVOCATION
Once a transfer has been approved by the student assignment office and has been accepted by the parent, the transfer shall be binding for the entire academic year except under the following circumstances:

1. The transfer is revoked by the receiving school principal on the basis that the student-to-teacher ratio exceeds state law (22:1) and such a revocation is made by the Friday following Labor Day of the academic year.
2. The transfer is revoked due to, but not limited to:
   a. Student misconduct;
   b. Student tardiness;
   c. Student attendance;
   d. Failure to provide transportation to and from school; or
**e. False information.**

Such a revocation must be made by February 1 of the academic year.

**TRANSPORTATION**

It shall be the responsibility of the parent to provide transportation for a student who has been approved to attend a campus on a voluntary transfer, including prekindergarten. All other students shall be provided transportation as required by state or federal law.

**SECONDARY SCHOOL TRANSFERS AND ASSIGNMENTS**

An assignment and transfer to a secondary school shall be processed under the provisions set forth below.

**ASSIGNMENT GOALS**

The procedures for assignment of a student to a secondary school are designed to:

1. Ensure that as many students as possible attend their first choice of school;
2. Respect geographic proximity from residence to school; and
3. Enhance socioeconomic diversity.

**CHOICE PLAN**

The student assignment office shall set a 30-day period for the choice plan beginning in October of each year. All students in grades 6 and 8 shall participate in the choice plan to determine school assignments for the upcoming academic year. A parent shall list the secondary school choices in order of preference. There shall be no guarantee of assignment to any particular school.

The assignment made through the choice plan shall be binding for all grades in the assigned school.

**TEN-DAY LATE PERIOD**

The District shall conduct a ten-day late period after the 30-day choice plan period has ended. An application received during the ten-day late period shall be processed after the application received during the 30-day choice plan period and may be subject to loss of priority.

**EXCLUSIONS**

The following students shall not be subject to the choice plan assignment procedures:

1. Newly transferred active military dependents residing in the District (Interstate Compact on Educational Opportunity for Military Children).
2. Students assigned to disciplinary or alternative education programs;
3. Bilingual and ESL students to the extent that student choices are limited to those schools offering bilingual or ESL programs;

4. Contract students;

5. Students who engage or allegedly engage in delinquent or criminal activity; and

6. Students with a low incidence disability who would be better served by participation in a centralized program providing services related to the students’ disabilities.

These students, other than contract students, shall be assigned to a campus that provides for the students’ special needs.

A contract student shall submit a completed choice of school form to the student assignment office under the same procedures as other students to which the choice plan applies. After all noncontract students have been assigned to secondary schools, a contract student whose parent is employed by the District shall be assigned to a campus using the same criteria for assignment as a noncontract student. After these students have been assigned, each remaining contract student shall be assigned using such criteria.

The maximum enrollment guidelines for grade 7, grade 9, and the campuses shall be as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Grade 9</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hirschi High School</td>
<td>350</td>
<td>1,200</td>
</tr>
<tr>
<td>Rider High School</td>
<td>475</td>
<td>1,830</td>
</tr>
<tr>
<td>Wichita Falls High School</td>
<td>475</td>
<td>1,830</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade 7</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barwise Junior High</td>
<td>325</td>
<td>625</td>
</tr>
<tr>
<td>Kirby Junior High</td>
<td>325</td>
<td>625</td>
</tr>
<tr>
<td>McNiel Junior High</td>
<td>325</td>
<td>625</td>
</tr>
<tr>
<td>Zundy Junior High</td>
<td>250</td>
<td>625</td>
</tr>
</tbody>
</table>

Zundy Junior High School shall also have an enrollment limitation of 130 for the incoming sixth grade, and Kirby Jr. High School shall have an enrollment limitation of 75 for the incoming sixth grade.
Unless waived by the Superintendent, a grade or campus may not exceed its maximum enrollment guideline.

**PRIORITIES**

In the event an entering grade 7 or grade 9 class is over chosen by five percent or more of the maximum enrollment guideline as determined on November 1 following the 30-day choice period, two factors shall apply:

1. If the campus is not within 15 percent of the District's socioeconomic disadvantaged average as determined on November 1 following the 30-day choice period and as defined by the federal free and reduced lunch guidelines published annually by the USDA, a student shall be assigned to the school of choice in order of the following priorities:

   a. A student in grade 6 currently attending Zundy Junior High School shall have first priority to remain at that campus for grade 7.

   b. A student in grade 6 currently attending Kirby Junior High School shall have first priority to remain at that campus for grade 7.

   c. Current attendance of a sibling residing in the same household at the chosen school shall be considered second.

   d. Ninety percent of the maximum enrollment guideline or the number established through the Superintendent’s waiver, whichever is greater, shall be filled by students submitting a valid choice form during the 30-day choice period whose residence is closest in physical proximity to the chosen school.

   e. A student whose socioeconomic disadvantaged status, as determined on February 1 following the 30-day choice period and as defined by the federal free and reduced lunch guidelines published annually by the USDA, enhances the socioeconomic diversity of his or her chosen school and whose residence is within the closest physical proximity of his or her chosen school shall be given fourth priority.

   f. All other students shall be assigned based upon closest physical proximity from residence to chosen school.

2. If the campus is within 15 percent of the District’s socioeconomic disadvantaged average as determined on February 1 following the 30-day choice period and as defined by the federal free and reduced lunch guidelines published annually by the
USDA, a student shall be assigned to the school of choice in the following order of priorities:

a. A student in grade 6 currently attending Zundy Junior High School shall have first priority to remain at that campus for grade 7.

b. A student in grade 6 currently attending Kirby Junior High School shall have first priority to remain at that campus for grade 7.

c. Current attendance of siblings residing in the same household at the chosen school shall be considered second.

d. Closest physical proximity from residence to chosen school shall be considered third.

“New or returning student” for the purposes of this policy shall mean a secondary school student who has never been enrolled in the District or a student who has not been enrolled in the District at any time during the immediately preceding semester. The parent must apply for an assignment to a secondary campus with the student assignment office. Completed forms may be mailed, delivered, or faxed to the student assignment office. Proof of residence shall be required at the time the application is submitted.

Once an assignment has been made, the student must complete the enrollment requirements at the assigned campus.

First choice selections for a new or returning student shall be processed and approved in a manner that shall not exceed the maximum enrollment limitations established for each secondary campus.

When a student withdraws from his or her assigned school without changing residency outside the District attendance zone and enrolls in another district, the student may forfeit his or her assignment at the previously assigned campus. When a student reenters the District, the student must submit a new choice application with the student assignment office for an assignment to a school.

[For UIL eligibility guidelines, please refer to FDB(LOCAL), ESTABLISHMENT OF ELIGIBILITY and UIL Policy 440B.]

A student submitting a valid choice of school selection and receiving an assignment shall have a space reserved at the choice school for the coming school year. A student who withdraws after having submitted a valid choice form or who fails to attend the first day of school may forfeit his or her space if capacity limitations are
exceeded at the school. The student shall be assigned to his or her second school choice, if space allows.

**COMPLETED ASSIGNMENT**

Once a student has been properly assigned to a school using the choice plan, the student shall be entitled to continue attending that school until completion of all grades at that school.

**ASSIGNMENT POOL**

An assignment pool shall be established for students who were denied their first or second choice during the initial choice period and who have requested placement in the pool.

The assignment pool shall not be maintained for students voluntarily entering the choice plan or students new to the District. If a vacancy occurs at the first or second choice of school after assignments are made or at any time prior to the 20th day of the school year, students shall be selected at random and offered enrollment at such school. A student must accept enrollment within 24 hours of such offer. Failure of a student to accept enrollment during such time shall be treated as a refusal, and the student’s name shall be withdrawn from the assignment pool. The process shall be repeated until a student accepts the enrollment or the assignment pool is exhausted. The assignment pool shall no longer be maintained or used after the 20th day of each school year.

**VOLUNTARY TRANSFERS**

A student assigned to a secondary campus may request a transfer if the student has:

1. Attended one full semester in the current school year at the school to which he or she has been assigned;
2. Not been placed in an alternative education program for consistent misbehavior or a major disciplinary violation;
3. Not been expelled from classes within the current or immediately preceding semester;
4. Not violated the District’s attendance policy;
5. Established the appropriate credits for the grade classification, in accordance with policies EIF(LOCAL) and FM(LOCAL);
6. Passed all core classes for the proceeding semester; and
7. Passed the most recent administration of the state-mandated assessments.

**PREVIOUSLY ENROLLED IN THE DISTRICT**

A secondary school student who has withdrawn from the District and returns shall not be eligible to transfer to a different secondary campus if the student was not in good standing at the campus he
or she was attending before moving, as determined by requirements for a voluntary transfer.

Approval of the transfer request shall be based on:

1. Serving a valid educational purpose and serving in the best interest of the student; and
2. Not causing an increase in the number of staff, programs, or services provided at the new campus.

A parent wishing to transfer a student to another secondary school shall complete a transfer request at the student assignment office or apply online at the District Web site through the student assignment department.

A student may submit a request of transfer for the fall semester beginning the first week of summer vacation in June until the first day of July. All voluntary transfer applicants shall be notified by mail by the end of the second week of August.

Applications for transfers in the spring semester shall be submitted the month of December. All voluntary transfer applicants shall be notified by mail by the end of the second week in January.

A student not otherwise eligible for a voluntary transfer may transfer to a different school by acquiring a written agreement between the principals at both the sending and receiving schools.

A student may be subject to loss of credit if transferring after the ninth week of the semester. This may adversely affect the student's grade point average (GPA). A student in certain situations may also lose eligibility for UIL purposes including, but not limited to, those described in this policy.

The Board may deny eligibility to any student but shall not grant eligibility to any student in violation of the UIL Constitution and Contest Rules. [See FM]

Once a student has submitted a valid choice of high school selection and has received an assignment at his or her first school of choice, eligibility shall be established for UIL purposes at the first school of choice. In the event a student has submitted a valid choice of high school selection but does not receive an assignment at his or her first school of choice, eligibility shall be reserved for UIL purposes at the first school of choice until the first time the student attends an in-season practice at the second or third school of choice. At such time, eligibility shall be established for UIL purposes at the second or third school of choice.
A student wishing to transfer to a different high school within the District shall obtain a previous participation form from the sponsor(s) or coach(es) for each UIL activity in which the student has participated at the sending school or for each UIL activity the student plans to participate in at the proposed receiving school for one calendar year from the date of the transfer.

If a sponsor or coach indicates on the form that he or she believes the student is transferring for the purposes of competing at the proposed receiving school or has been recruited to the proposed receiving school to participate in a UIL activity, then the transfer shall be referred to the appropriate UIL committee for determination as to whether the transfer was motivated by recruitment or for participation in UIL activities. In the case of athletic eligibility, the UIL committee might determine that the transfer was for athletic reasons.

If the UIL committee determines that the transfer is due to recruitment or for purposes of competition, then the student shall be:

1. Totally ineligible for UIL competition for a period of 120 calendar days occurring within the school year from the date the student is enrolled at the receiving school. “School year” for the purposes of this policy shall mean from the first day the students are to attend school in the fall semester until the day students are dismissed at the end of the spring semester.

2. Eligible only for subvarsity UIL competition for a period of 270 calendar days following the 120-day period.

If the transferring student’s coach or sponsor indicates that there is no prior participation or that the transfer is not due to recruiting or for other impermissible reasons, or the UIL committee determines that the transfer is not due to recruitment or for purposes of competition, then the student shall be:

1. Totally ineligible for UIL competition for a period of 15 calendar days from the date the student is enrolled at the receiving school.

2. Eligible only for subvarsity UIL competition for a period of one calendar year following the 15-day period.

The eligibility of a student transferring to a magnet high school shall be governed in the same manner as in any other school within the District.

If a student moves out of the District and returns, eligibility shall remain in the District high school where eligibility was last established.
When a student withdraws from his or her assigned school and enrolls in another district, the student may forfeit his or her seat at the assigned campus. When a student reenters the District, the student must submit a new choice application with the student assignment office for an assignment to a school.

A copy of this policy shall be included in the student and athletic handbooks each year.

Note: For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE.
APPENDIX D

POLICY FFI
Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

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 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.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETAIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
If the results of an investigation indicate that bullying occurred, the
District shall promptly respond by taking appropriate disciplinary
action in accordance with the District’s Student Code of Conduct
and may take corrective action reasonably calculated to address
the conduct.

A student who is a victim of bullying and who used reasonable self-
defense in response to the bullying shall not be subject to discipli-
nary action.

The discipline of a student with a disability is subject to applicable
state and federal law in addition to the Student Code of Conduct.

Examples of corrective action may include a training program for
the individuals involved in the complaint, a comprehensive educa-
tion program for the school community, follow-up inquiries to de-
termine if any new incidents or any instances of retaliation have
occurred, involving parents and students in efforts to identify prob-
lems and improve the school climate, increasing staff monitoring of
areas where bullying has occurred, and reaffirming the District’s
policy against bullying.

The principal or designee shall refer to FDB for transfer provisions.

The principal or designee shall notify the victim, the student who
engaged in bullying, and any students who witnessed the bullying
of available counseling options.

If the investigation reveals improper conduct that did not rise to the
level of prohibited conduct or bullying, the District may take action
in accordance with the Student Code of Conduct or any other ap-
propriate corrective action.

To the greatest extent possible, the District shall respect the priva-
cy of the complainant, persons against whom a report is filed, and
witnesses. Limited disclosures may be necessary in order to con-
duct a thorough investigation.

A student who is dissatisfied with the outcome of the investigation
may appeal through FNG(LOCAL), beginning at the appropriate
level.

Retention of records shall be in accordance with CPC(LOCAL).

This policy and any accompanying procedures shall be distributed
annually in the employee and student handbooks. Copies of the
policy and procedures shall be posted on the District’s Web site, to
the extent practicable, and shall be readily available at each cam-
pus and the District’s administrative offices.