

Wills Point Junior High Student Handbook



2018 - 2019

Table of Contents

SECTION I:

PREFACE	(6)
MISSION STATEMENT	(7)
NONDISCRIMINATION STATEMENT	(7)
VISITORS TO THE SCHOOL	(7)
VOLUNTEERS	(8)
COMPLAINTS AND CONCERNS	(8)
STUDENT'S NAME	(8)

SECTION II: PARENTAL RIGHTS

Parental Involvement-Working Together	(8-9)
Parent Involvement Coordinator	(9)
Obtaining Information and Protecting Student Rights	(9-10)
“Opting Out” of Surveys and Activities	(10)
Inspecting Surveys	(11)
Requesting Classroom Assignment for Multiple Birth Siblings	(11)
Requesting Professional Qualifications of Teachers and Staff	(11)
Reviewing Instructional Materials	(11)
Requesting Notices of Certain Student Misconduct	(11)
Celebrations	(11)
Displaying a Student's Artwork, Photos, and Other Original Work	(12)
Accessing Student Records	(12)
Removing a Student Temporarily from the Classroom	(12)
Removing a Student from Human Sexuality Instruction	(12-13)
Removing a Student from Class for Tutoring or Test Preparation Purposes	(13)
Pledges of Allegiance and a Minute of Silence	(13-14)
Prayer	(14)
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags	(14)
Excusing a Student from Reciting a Portion of the Declaration of Independence	(14)
Limiting Electronic Communications with Students by District Employees	(14)
Objecting to the Release of Directory Information	(15)
Consent Required before Student Participation	(15)
School Safety Transfers	(16)
Parent Involvement Policy	(16-17)

SECTION III: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

ABSENCES/ATTENDANCE

Compulsory Attendance	(19)
Exemptions to Compulsory Attendance	(19)
Failure to Comply with Compulsory Attendance	(20)

Attendance for Credit or Final Grade	(20-21)
--------------------------------------	---------

Arrival after 1st period tardy bell (21)
Official Attendance-Taking Time (21)
Documentation after an Absence (21-22)
Doctor's Note after an Absence for Illness (22)
Leaving Campus (22)
Tardiness (23)
Withdrawing from School (23)

COUNSELING/TESTING

Personal Counseling (24)
Substance Abuse Prevention and Intervention (24)
Suicide awareness (24)
Child sexual abuse and other maltreatment of children (24-25)
Student in Foster Care (25)
Standardized Testing: STAAR (State of Texas Assessments of Academic Readiness) (25-26)
Promotion and Retention (26-27)
Student Success Initiative (SSI): Wills Point Junior High School (27)
Summer School (27)

CURRICULUM RELATED INFORMATION

Facility use by students before and after school (27-28)
Report cards/progress reports and conferences (28)
Grading Guidelines (29)
Grading Policies (28-29)
Makeup Work (29)
Physical Activity for Students in Junior High School (30)

DIRECTORY AND DISTRIBUTION INFORMATION

Distribution of Published Materials or Documents (30)
Non School Materials...from students (31)
Non School Materials...from others (31)
School Materials (31)

DISCIPLINE

Applicability of School Rules (31-32)
Campus Behavior Coordinator (32)
Conduct Before and After School (32)
Dress and Grooming (32-33)
Disruptions of School Operations (33)
Notification of Law Violations (34)
Questioning of Students (34)
Students Taken Into Custody (34-35)
Searches (35)
Social Events (35)
Students' Desks and Lockers (35)
Trained Dogs (35)
Use of Hallways During Class Time (35)
Use of Corporal Punishment (36)
Vandalism (37)
Video Cameras (37)

DISCRIMINATION; THE FREEDOM FROM

- Bullying (36-37)
- Dating Violence, Discrimination, Harassment, and Retaliation (37)
- Dating Violence (38)
- Discrimination (39)
- Gang-Free Zones (39)
- Harassment (39)
- Hazing (38-39)
- Investigation of Report (39)
- Reporting Procedures (39-40)
- Retaliation (40)
- Sexual Harassment and Gender-Based Harassment (40)

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

- Fees (41)
- Fundraising (42)
- Meetings of Non-curriculum-Related Groups (42)
- Standards of Behavior (43)
- Student Speakers (43)

HEALTH SERVICES

- Bacterial Meningitis (42-43)
- Communicable Diseases (43-44)
- Emergency Medical Treatment (44)
- Food Allergy Information (44)
- Immunization Requirements (45-47)
- Medications (47-48)
- Pediculosis (Head Lice) (48-49)
- Physical Examinations/Health Screenings (49)
- School Health Advisory Council (SHAC) (49-50)
- Sunscreen (50)

SAFETY

- Asbestos Management Plan (50)
- Accident Insurance (50)
- Drills: Fire, Tornado, and Other Emergencies (51)
- Emergency School-Closing Information (51)
- Emergency Communications System (51-52)
- Pest Management Plan (52)
- Physical Fitness Assessment (52)
- Psychotropic Drugs (52)
- Tobacco Prohibited (52)
- Vending Machines (53)

SERVICES PROVIDED TO OUR STUDENTS

- Buses and Other School Vehicles (53)
- General Bus Rules (53-54)
- Cafeteria Services (54-55)
- Library (55)
- Lost and Found (55)
- School-Sponsored Trips (56)

SPECIAL PROGRAMS

- Accommodations for Children of Military Families (56)

Gifted and Talented Program - A.C.E. Academic Challenge in Education (56)
Honors Program (57-58)
Limited English Proficient Students (58)
Notice of Destruction of Special Education Records (58)
Parents of Students Who Speak a Primary Language other than English (58)
Parents of Students with Disabilities with Other School-Aged Children in the Home (58)
Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services (59)
Special Education Referrals (59)
Section 504 Referrals (59-60)
Psychological Exams, Tests, or Treatment (60)
Request for the use of a Service/Assistance Animal (60)
Services for homeless students and for Title 1 Participants (61)
Student Records (60-62)
Students With Physical or Mental Impairments Protected under Section 504 (63)

TECHNOLOGY RESOURCES, ELECTRONIC DEVICES AND TEXTBOOKS

Electronic Textbooks, Textbooks, Technological Equipment, and Other Instructional Materials (63-64)
Possession and Use of Other Personal Electronic Devices (64)
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones (64)
Unacceptable and Inappropriate Use of Technology Resources (65)
Limiting Electronic Communications with Students by District Employees (65-66)

GLOSSARY (67-68)

Appendix 1-9

APPENDIX I: Acknowledgment of Electronic Distribution of Student Handbook (69)
APPENDIX II: Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information (70)
APPENDIX III: Human Sexuality Education Consent/ Opt Out Form (71)
APPENDIX IV: Parent Statement for or Against the use of Corporal Punishment Form (72)
APPENDIX V: Three-Way School Pledge Form (73)
APPENDIX VI: Parent Pledge Form (74)
APPENDIX VII: School Remind App (75)
APPENDIX VIII: Freedom From Bullying Policy (76)
APPENDIX IX: Wills Point Junior High Technology Acceptable Use Policy for Students (77)
Acknowledgement form - Electronic Communication Terms and Conditions and Technology Acceptable Use Policy (78)
Girls quick guide to the WPJH Dress Code (79)
Boys quick guide to the WPJH Dress Code (80)
WPJH Tardy Policy (81)

PREFACE

To Students and Parents:

Welcome to school year **2018–2019**! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

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

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

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

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

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

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

1. APPENDIX I: Acknowledgment of Electronic Distribution of Student Handbook Form
2. APPENDIX II: Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information Form
3. APPENDIX III: Human Sexuality Education Consent/Opt-Out Form
4. APPENDIX IV: Parent Statement For or Against the Use of Corporal Punishment Form
5. APPENDIX V Three-Way School Pledge Form
6. APPENDIX VI Parent Pledge Form
7. APPENDIX VII School Remind App
8. APPENDIX VIII: Freedom From Bullying Policy
9. APPENDIX IX: Medicaid to Schools Program Notification

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** for more information. Note: 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 [and an unofficial electronic copy is available at www.wpsd.com].

Wills Point Junior High Mission Statement

All students at Wills Point Junior High will receive a quality and equitable education to prepare them to be a contributing and productive member of society.

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

NONDISCRIMINATION STATEMENT

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment of gender-based harassment: Damon Davis, Assistant Superintendent of Operations 338 W.N. Commerce St. at 903-873-5100 ext. 7000.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Special Education Director: Jammie Madden at 903-873-5100 ext. 7800.
- All other concerns regarding discrimination: See the superintendent, Scott Caloss at 903-873-5100 ext. 7000 [See policies FB(LOCAL) and FFH(LOCAL)]

VISITORS TO THE SCHOOL

Parents and others are welcome to visit your student's schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

VOLUNTEERS

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

COMPLAINTS AND CONCERNS

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

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

STUDENT'S NAME

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

SECTION II:

PARENTAL RIGHTS

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

Parental Involvement-Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day on time prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.

- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call your student's school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. (For further information, see policy GKG)
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the school.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**].
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well being.
- Attending board meetings to learn more about district operations [See policies at BE and BED for more information].

Parent Involvement Coordinator

The Parent Involvement coordinator, who works with parents of students in Title programs is Barbie McMath. She may be contacted at 903-873-5100 ext. 7000

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)].

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A student under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

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

“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, scoliosis screenings, or any physical exam or screening permitted or required under state law [See policies EF and FFAA].

Inspecting Surveys

As a parent, you may inspect a survey created by a third party before the survey is administered

or distributed to your child.

Requesting Classroom Assignment for Multiple Birth Siblings

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

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

Requesting Notices of Certain Student Misconduct

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

Celebrations

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

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 Web site, 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 counselor evaluations
- Reports of behavioral patterns
- State assessment instruments that have been administered to your child

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.

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

The Texas Essential Knowledge and Skills (TEKS) states that the following information should be covered starting 7th and 8th grade under health education.

- (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.**
- (2) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.**

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

Removing a Student from Class for Tutoring or Test Preparation Purposes

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

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

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

Pledges of Allegiance and a 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.

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows [See policy EC(LEGAL) for more information on page 14].

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)].

Limiting Electronic Communications with Students by District Employees

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

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

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee's district e-mail address.

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.

Objecting to the Release of Directory Information

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

However, a parent or eligible student may object, to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction

for this school year. If you do not object to the use of your child's information for these limited school sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school - sponsored purposes listed above. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

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

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- 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 spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the [principal] for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus [See **Bullying**, 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]
- Request the transfer of your child to [another district campus OR a neighboring district] if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Parent Involvement Policy

The campus will:

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

Effective schools are a result of families and school staff working together to ensure that children are successful in school. A compact is a voluntary agreement between two groups that firmly unites them. You are invited to be involved in a partnership with Wills Point ISD.

Wills Point ISD Vision Statement

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

We have a strong sense of self –

- We respect ourselves, fellow human beings, and our Earth.
- We value our differences and our connections.
- We have the knowledge and skills necessary to participate in and contribute to our community, our country, and our family of nations.
- We believe in and have hope for the future.

Family Involvement

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

Parent Pledge

Schools as community –

- To help my children be successful by volunteering at school and/or providing other support to teachers.
- To attend school functions and parent-teacher conferences.

Curriculum with Coherence

- To be involved in the amount and content of my child's TV viewing and other multimedia experiences.
- To stay aware of what my child is learning, and communicate regularly with school staff and with my child.
- To assist with homework and read with my children every day.

A Climate for Learning –

- To provide adequate rest, food, and medical attention so that my child is ready to learn.
- To help my child get to school on time and attend regularly.

Staff Pledge

Schools as community –

- Communicate and work with families to enhance students' learning.

- Respect cultural differences of students and their families.
- Continue efforts to develop professionally.

Curriculum with Coherence-

- Provide district approved curriculum that promotes literacy through the study of literature, math, and the arts.
- Explain assignments clearly and provide homework that supports the curriculum.

A Climate for Learning –

- Provide a safe, pleasant, and caring atmosphere.
- Provide resources to help all children be successful in their school experience.

A Commitment to Character –

- Maintain high expectations for myself, students, and other staff.
- Assist students in the development of a sense of personal and civic responsibility.

SECTION III: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Topics are as follows: Attendance, Counseling and Testing, Curriculum, Directory Information, Discipline, Discrimination, Extracurricular Activities, Safety and Health Services, Special Programs, Technology and Textbooks, Glossary, and Appendixes. If you should be unable to find the information on a particular topic, please contact Amanda Hayes at 903-873-5100 ext. 7205.

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 compulsory attendance, the other with how a student’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. [See policies at FEA, FEC, and EHBC.]

Compulsory Attendance

State law requires that a student between the ages of 6 and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the

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

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- 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 return to campus;
- For students in the conservatorship (custody) of the state;
- Mental health or therapy appointments; or
- Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **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.

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

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and /or modifications to the student's individualized education program or Section 504 plan, as appropriate.

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 a criminal offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal 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 for the class if he or she completes a plan, approved by the principal who 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.]

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered 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 extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM (LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's

absences.

- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Arrival to school after 1st period tardy bell

A student who arrives at school after the tardy bell has rung must stop by the office to check in. If a student misses 45 minutes or more of the instructional day ("parts of day"), repeated instances can result in truancy, which can lead to assessment of penalties for the parent or guardian.

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day during the third instructional hour at **Wills Point Junior High School**. A student absence for any portion of the day, including at the official attendance-taking time should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

When a student must be absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note. **Please remember that any time your student is absent or leaves campus for any reason, you must send a note within 5 days of their return. After 5 school days, absences will remain unexcused.**

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.**

A parent note is not automatically an excused absence. If excessive absences occur then the administration can require only doctor's notes for excused absences for the remainder of the school year.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than **three** consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Parents will be provided one week of grace period after student report cards are received to provide notes regarding medical absences to the school attendance clerk. After this grace period, all absence records are

considered final regardless of illness or situation. Emails and/or notes to your child's teacher regarding absences are not considered formal "notice of an absence". Only notes provided to the school office are considered official school record.

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 [See policy FEC(LOCAL)].

Leaving Campus

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student 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 Junior High School, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

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

At Any Other Time During the School Day

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

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

Tardiness

A student who is tardy to class more than three times is subject to disciplinary action. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Wills Point Junior High Tardy Policy.

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.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

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

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

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

COUNSELING/TESTING

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should see **Morgan Odom**, campus counselor. 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**].

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 DSHS maintains information regarding children's mental health and substance abuse intervention services on its website: Services For Children and Adolescents.

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 Texas Suicide

Prevention or contact the school counselor for more information related to suicide prevention services available in your area. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Child sexual abuse and other maltreatment of children

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

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

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see Texas Department of Family and Protective Service Programs available in your county.

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

1. Child Welfare Information Gateway Fact Sheet
2. Kids Health, For Parents, Child Abuse
3. Texas Association Against Sexual Assault Resources
4. Texas Attorney General, What We Can Do about Child Abuse Part 1
5. Texas Attorney General, What Can We Do about Child Abuse Part 2

Reports of abuse or neglect may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400) or on the Web at Texas Abuse Hotline Website.

Student in protective custody of the state

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Barbie McMath, who has been designated as the district's liaison for children in the

conservatorship of the state, at 903-873-5100 with any questions.

Student in Foster Care

In an effort to provide educational stability, the district will 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 Barbie McMath, who has been designated as the district's liaison for children in the conservatorship of the state, at 903-873-5100 with any questions.

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- 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. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP).

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

Promotion and Retention

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

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

In order to be promoted to grade 9, students enrolled in grade 8 must meet grade level proficiency on the mathematics and reading sections of the grade 8 assessment in English or Spanish.

Parents of a student at any grade level at or above grade 3 who does not meet grade level proficiency on his or her state-mandated tests 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 student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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

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

A Personal Graduation Plan (PGP) will be prepared for sixth grade students in middle school or beyond who did not meet grade level proficiency 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 guidance 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 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.

Student Success Initiative (SSI) - Wills Point Junior High School

The SSI requirements as required by state statute will apply for 8th graders during the 2018-19 school year. This statute requires that each student successfully pass the Reading and Math portion of the State of Texas Assessments of Academic Readiness (STAAR). The student's individual results of the STAAR test will not be released until April 2019. If a student fails after the 2nd administration of the STARR they must attend summer school.

The following outlines the methods that Wills Point Junior High School will use to determine who will advance to the next grade:

- Attendance for the prior school year
- Results of previous years STAAR scores

- Grades from ELA/Reading, Math, Science, History and tutorial classes (effort, grade, and attendance)
- Performance on benchmarks (locally developed or state released)

Summer School

If funding is available the district will offer extended year services for those students who are in danger of being retained. This program would be offered during the month of June 2019. To be eligible for this program, the student must have been enrolled in the Wills Point ISD since April 2019.

CURRICULUM RELATED INFORMATION

Facility use by students before and after school

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

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

- Junior High–Cafeteria

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

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

Report cards/progress reports and conferences

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

Report Cards	Progress Report
(7-8 Grade) 1X Per Nine Weeks	During the fourth week of a nine-week grading period

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

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

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Grading Guidelines

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

Grading Policies

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

Wills Point Junior High Grading Policy Grades 7 and 8

Grades will be based on the teacher's assessment of the student's mastery of course material developed from the state-mandated TEKS. This material will be taught and assessed with techniques that will require the student to use higher-order thinking skills along with a demonstration of the mastery of that subject's basic core information.

Student achievement will be recorded using a numerical score on a scale from 0 to 100; 70 and above will be considered mastery and 69 and below will be considered non-mastery. All students will receive progress reports at the end of each three-week grading period and reports cards at the end of each nine-week grading period.

Grading will be divided into two categories: 1) daily work/homework and 2) tests/major grades. Daily work/homework will count as 50% of the nine-week grade and tests/major grades will count as 50% of the nine week grade. Daily work/homework can include, but will not be limited to: in-class assignments and/or homework. Tests/major grades can include, but will not be limited to: major exams including STAAR benchmarks and major projects.

The following guidelines will apply to all academic areas for both grades 7 and 8:

- A minimum of 15 grades will be posted for each nine-week period and will consists of a minimum of 12 daily work/homework grades and a minimum of 3 tests/major grades.
- Retests and/or tests corrections may be allowed for a maximum grade of 70.
- Daily work/homework corrections may be allowed for a maximum grade of 70.
- All retests and/or tests corrections as well as daily work and/or homework corrections must be scheduled with the teacher within 3 days of the original test administration. Extra time given will be

at the discretion of the teacher.

- Retest corrections will NOT be given the same day as original test administration.

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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

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.

Absence

Absent work/tests will be due within the allotted time for days missed plus one.

Physical Activity for Students in Junior High School

In accordance with policies at EHAB, EHAC, EHBG, [and FFA], the district will ensure that 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 junior high and middle school student physical activity requirements, please see the principal.

DIRECTORY AND DISTRIBUTION INFORMATION

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

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

included in this handbook.

The district has identified the following as directory information:

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

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

Distribution of Published Materials or Documents

Directory Information for School-Sponsored Purposes

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

Non School Materials...from students

Students must obtain prior approval from the 5 days before selling, posting, circulating, or distributing more than 5 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days. The principal has designated the cafeteria bulletin board as the location for approved non school materials to be placed for voluntary viewing or collection by students [See policy FNAA]. 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.

From Others

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

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.

School Materials

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

DISCIPLINE

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as 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.

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

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

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at the Junior High campus are listed below:

Jason Moore, Assistant Principal

Casey Cochran, Principal

Morgan Odom, Counselor

Conduct Before and After School

Teachers and administrators have full authority over student conduct 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.

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:

- The home and school need to cooperate in the matter of dress. School is the child's place of business, and children who are dressed in appropriate school clothing seem to do a better job. Students are required to dress modestly.
- Long shorts worn with proper tops are appropriate. Short shorts, tight shorts, and bicycle pants are not appropriate. Shorts and skirts may be no shorter than the index finger when the arm is placed by the side even if worn with tights. Shorts and pants should not have writing that is printed or stitched across the seat of the pants.
- Halter-tops, crop-tops, see-through tops, and sun dresses without backs are not appropriate for girls. T-shirts with pictures of liquor/drug advertisements, violent, or sexually suggestive phrases or logos are not allowed.
- Sagging trousers will not be allowed. Any trousers worn below the natural waistline will be considered sagging. Well fitted belts are encouraged. Extremely wide-legged pants or pants with unrepaired holes, frays, shreds or rips are prohibited. Patches for holes, frays, shreds, or rips need to be applied on the top of the garment for safety measures. Chains are not allowed to hang from pants or wallets.
- Boys' and Girls' hair must be neatly cut and groomed. Tails, pony tails, Mohawks/Faux-hawks, or hair striping is not allowed. Designs, letters, shapes, or parts should not be shaved into the hair or eyebrows. Hair must be cut so that it does not extend below the chin length in the back collar, nor should it extend below the midpoint of the ear at sides or below the eyebrows at bangs. No unnatural coloring or dying of the hair (i.e. purple, pink, orange, green, red, blue, etc.) is permitted.
- No pajamas or clothing simulated as pajamas such as fleece or flannel pants will be permitted to be worn at school unless approved by the principal. Wearing footwear designed for the bedroom is prohibited.
- Earrings on boys are not allowed. The only body piercing allowed is girls' earrings.
- Wearing caps, stockings, or hats is prohibited.
- Girls may not wear leggings with T shirts.
- Girls may wear tank tops as long as it meets the three finger rule.

NOTE: Junior High School is a time of transition and for many there is a change and physical development that takes place with the students. Students need to focus on their academics, not those physical changes so there are a few dress code areas that are different from the primary and intermediate school.

- Tights, leggings, and extremely tight pants/jeans must be accompanied by either shorts, skirts, or fingertip length dresses. **The shorts, skirts, or dresses worn with leggings/tights or extremely tight pants/ jeans must be at least fingertip length.**

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

The dress code may not apply to every conceivable situation, and when questions arise regarding dress or grooming, the principal involved shall have the final responsibility of determining whether or

not the conditions in question are in keeping with the intent of this dress code.

Disruptions of School Operations

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

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

Law Enforcement Agencies

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender [For further information, see policies FL(LEGAL) and GRAA(LEGAL)].

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- 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 (CPS), Texas Department of Family and Protective Services (DFPS), 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 from a juvenile court to take a student into custody

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

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

Searches

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

Social Events

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

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

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

Student's 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.

NOTE: At the Junior High School, students are assigned lockers inside the building, as well as athletic lockers. Under no circumstances should students share or exchange lockers without prior approval from the office. There will be periodic locker checks to secure lost items and books. Do not keep food or drinks in the locker, EXCEPT for sack lunches. The school is NOT responsible for lost or stolen items from the locker.

Trained Dogs

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

Use of Hallways During Class Time

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

Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet OR submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

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

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

Vandalism

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

Video Cameras

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

The principal will review the video and audio recordings routinely and document student misconduct. Discipline

will be in accordance with the Student Code of Conduct.

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

THE FREEDOM FROM BULLYING

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

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

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

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

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

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

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

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

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT & 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, sex, gender, national origin, disability, age, 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's website) [See policy FFH].

Dating Violence

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

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

Discrimination

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

Gang-Free Zones

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Hazing

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

- Any type of physical brutality;
- Any type of physical activity that subjects the students to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of foods, liquids, drug, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, sham, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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

Investigation of Report

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

If 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 Federal Educational Records and Privacy Act (FERPA).

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

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

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate district officials to whom to make a report.

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

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

Retaliation

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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**].

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

[See UIL Texas 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 who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 18 absences not related to post-district competition, a maximum of 18 absences for post-district competition prior to state, and a maximum of 18 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.

Fees

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.

- Voluntarily purchased pictures, publications, yearbooks, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies at FJ and GE].

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.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, drill, and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization's standards of behavior. For further information, see policies at FM and FO.

Student Speakers

The district provides students the opportunity to introduce the following school events: morning announcements which include US Pledge, Texas Pledge and moment of silence. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL) [See policy FNA(LOCAL)].

HEALTH SERVICES

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

BACTERIAL MENINGITIS

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

What is Meningitis?

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

What are the symptoms?

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

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

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis 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. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange respiratory or throat secretions (such as by kissing; sharing drinking containers, utensils, cigarettes, or coughing).

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

How can bacterial meningitis be prevented?

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

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

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

Seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the local or regional health department office are excellent sources for

information on all communicable diseases. You may also call Texas Department of State Health Service regional office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Texas Department of State Health Services.

Communicable Diseases and Student Illness

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

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

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

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

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

Emergency Medical Treatment

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

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

Food Allergy Information

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

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

Immunization Requirements

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

2016-2017 Texas Minimum State Vaccine Requirements for Students Grades K – 12

Minimum Number of Doses Required by Grade Level

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

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

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

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

Notes:

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

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

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

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

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

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

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

Hep A: The first dose must be received on or after the 1st birthday.

Students in PK or early childhood programs are required to meet Texas Immunization Requirements for Child-care Facilities. Haemophilus Influenza (Hib), Hepatitis A, and invasive pneumococcal vaccines are needed in addition to MMR, Dtap, Polio, Hepatitis B, and Varicella. The school nurse will assist in determining the child's immunization needs.

Exemptions

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

Reasons of Conscience, including religious belief:

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

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

Mailing Address:

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

Hand Delivery:

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

Fax:

512-458-7544

Medical Exclusions from Compliance

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

the student's family or household. The certificate must be renewed yearly unless the physician specifies that a life-long contraindication exists.

Provisional Enrollment

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Documentation

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

District Immunization Clinics

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

Medications

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

In the absence of the school nurse a staff member can administer needed medication with prior nurse's training and principal approval; In the absence of the school nurse, while students are attending a field trip or an off campus event without a school nurse, a staff member can administer needed medication with nurse's training and principal approval.

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.

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

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

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

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

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

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

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

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

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

Pediculosis (HEAD LICE)

Senate Bill 1566, was passed during the Legislative Session in 2017, to require the school to notify parents of a classroom occurrence of 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.

According to the Centers for Disease Control and the American Academy of Pediatrics, children found to have live head lice do not need to be sent home early from school. Students at WPISD who have live head lice will be sent home at the end of the school day after contacting parent/guardian by phone. Parents/Guardians will be advised to treat their student with an FDA approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. Treatment can usually be accomplished in one day with return to school the following day. The student should be rechecked by the school nurse upon arrival to school. If lice are found at recheck, the school nurse should assess the adequacy of the treatment and counsel the family before sending the student home. The Nurse will educate the parent how to comb the nits out and encourage the removal of nits. A second treatment is recommended within 7-10 days. Daily checking by the family will help ensure that re-infestation does not occur. It is also recommended to check each family member's head at least weekly.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

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

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

OR if the district requires annual physicals this examination is required to be submitted annually to the district.

Other Exams and Screenings (All Grade Levels)

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go undetected. Early detection is key to controlling spinal deformities. All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening based on religious beliefs, see policy FFAA (LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

School Health Advisory Council (SHAC)

The district's School Health Advisory Council holds four meetings annually. Additional information regarding the district's School Health Advisory Council is available from Tammi Lide, RN at the MS campus 903-873-5100 ext. 7305 or on the district's website.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. This last year the SHAC implemented a "Hygiene" program to be taught (and hygiene goodies to be given) at the Back To School Fair on 8-12-2017. This program was approved by the Board.

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

Sunscreen

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so. Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Tammi Lide, RN Health Services Coordinator

SAFETY

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

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

Asbestos Management Plan

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

Accident Insurance

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

Drills: Fire, Tornado, and Other Emergencies

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

Tornado Drill

Notification will be made via school PA system or megaphone.

Tornado Watch

Teachers review duck and cover plan with class

Tornado Warning

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

Lockdown Drill

Notification will be made via school PA system or megaphone.

Code Yellow

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

Code Red

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

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

All visitors to WPISD campuses are expected to participate fully in emergency drills that occur while on WPISD campuses. No person is allowed to enter or leave during a drill or actual crisis situation. In the event of a crisis, no students are released to parents until Van Zandt County Emergency Response Teams have authorized the crisis is all clear.

Emergency School-Closing Information

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community by use of Remind, social media (Facebook & Twitter), and the district website.

COMMUNICATIONS-- AUTOMATED

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

Pest Management Plan

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

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

Physical Fitness Assessment

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

Psychotropic Drugs

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

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

Tobacco Prohibited

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

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

Vending Machines

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

SERVICES PROVIDED TO OUR STUDENTS

Buses and Other School Vehicles

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

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

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

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

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on school buses on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- When students ride in a district van or passenger car, seat belts must be fastened at all times.
- Wait for the driver's signal upon leaving the vehicle, bus, or van and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

General Bus Rules

- Obey the instructions given by the bus driver.
- Board and leave the bus as **DESIGNATED HOME AND CAMPUS STOPS ONLY**.
- Bus routes are designed to provide transportation for students to their **OWN HOME**. Do not ask to ride home on another bus or get off at a different stop. In the event of an emergency, contact WPISD 903-873-2011.
- The bus routes are also designed to provide maximum efficient loading. Please do not ask extra students to ride home. Approval for extra students must be based on the amount of room available on each bus.
- Any note sent from home must be signed by a school administrator before student loads on the bus.

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

Cafeteria Services

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

Free and reduced-price meals are available with a completed approved application. Information about a student's participation is confidential.

If your student received free and reduced lunch the previous school year, please remember that Free and Reduced Lunch Applications must be re-submitted each year for re-qualification purposes. All information regarding the student's participation is kept confidential.

Parents/Guardians can apply at the Child Nutrition Office at 823 Lillian, Wills Point or may pick up an application at their campus. Please return all applications to the Child Nutrition Office or campus. Students may apply at any time during the year for the Meal Program.

Wills Point ISD has a no charge policy for meals.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day.

Breakfast serving time starts at 7:15am – 7:55am.

Meal Pricing 7th – 8th Grade Breakfast- \$1.65, reduced price is .30 paid daily in the line. **Lunch cost -** \$2.75, reduced price is .40 paid daily in the line.

WPISD Staff Breakfast- \$2.65, Lunch \$3.65

WPISD Visitor Breakfast- \$2.85, Lunch- \$3.90

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

Meal substitutions at no additional costs for children who meet the definition of special needs will be offered provided a physician has submitted a statement attesting to this fact and prescribing a substitute. A new statement must be submitted annually from a physician.

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

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

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

If you have any questions or a problem, please feel free to call the Child Nutrition Service Office for assistance at 903-873-4541. For further assistance call Damon Davis, Assistant Superintendent of Operations and Student Services at 903-873-5100 ext. 7003.

The district follows the federal and state guidelines regarding foods of minimal nutritional value

being served or sold on school premises during the school day [For more information, see policy CO(LEGAL)].

Library

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

Wills Point Junior High Library

1. The library is open from 7:50 until 3:45 daily. Students are scheduled for the library once each week with a class. However, students are allowed to return and check out new books as needed under the guidance of their 7th grade reading or their 8th grade English or reading teacher. Books are checked out for two weeks, and then can be renewed.
2. The Internet is available for student use. The rules to be followed when using the Internet include, but are not limited to, the following:
 - No student will be allowed to use the Internet without a signed Acceptable Use Policy on file. An adult must check the list to make sure it is on file.
 - Students may not use the Internet without an adult in the library.
 - The Internet will be used as a learning tool. It will not be used to send e-mail or talk in chat rooms.

Breaking these rules will cause the student to lose their Internet privileges, and other consequences will be determined as needed.

3. Library cards will be issued to students. These cards can be used as their activity passes to some events. **Students must have a card to check out a book.** Replacement cards will be issued at \$3.00 each.

4. Fines

Overdue Books-----10 cents per day
 Lost Books-----Replacement cost of book
 Lost Library Card-----\$3.00

Lost and Found

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

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent

makes a written request that the student be released to the parent or to another adult designated by the parent.

SPECIAL PROGRAMS

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

Accommodations for Children of Military Families

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

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

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

Aptitude test
State Assessment
Teacher Inventory

Nominations are accepted in March and April of each year from school personnel, parents, and community members. A parent or community member may nominate a child by contacting the counselor by phone, in writing, or by email.

The selection process is planned and conducted by a committee of professional educators who meet in May of each year. The committee decision ensures that WPISD does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The students are served through specific classes where they are introduced to higher level thinking processes and creative activities.

For more information contact the campus counselor.

Honors Program

In the honors program students, will be expected to perform at rigorous academic levels. This expectation will be reflected in curriculum and instruction throughout the program so that students are consistently being challenged to expand their knowledge and skills to the next level.

We will prepare students for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Addressed effectively, the junior high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

What is the Requirement for an Honors Course?

Entrance into the Wills Point Junior High School Honors Program will be based strictly on scores from the Spring 2018 STAAR Math and Reading tests. The student must have scored in the **88th percentile** on the Reading STAAR test to be accepted into Honors Reading. The student must have scored in the **87th percentile** on the Math STAAR test to be accepted into Honors Math. *****8th grade Algebra students will be selected based on the Algebra entrance exam.***** The Confidential Student Report will be mailed during July with the scores from the STAAR test.

If a student is selected for honors they will be required to participate in a UIL Academic event such as:

- Art
- Calculator Applications
- Chess Puzzle
- Dictionary Skills
- Editorial Writing
- Impromptu Speaking
- Listening
- Maps, Graphs & Charts
- Mathematics
- Modern Oratory
- Number Sense
- One-Act Play
- Oral Reading
- Ready Writing
- Science
- Social Studies
- Spelling

Honors Grading Policy

Grading will be divided into two categories: 1) daily work/homework and 2) tests/major grades. Daily work/homework will count as 40% of the nine-week grade and tests/major grades will count as 60% of the nine week grade. Daily work/homework can include, but will not be limited to: in-class assignments and/or homework. Tests/major grades can include, but will not be limited to: major exams including STAAR benchmarks and major projects.

Exiting an Honors Course

Students may elect to drop an Honors course during the first two weeks of class; in addition, the instructor may request a schedule change for a student after conferencing with the student and parent(s) or guardian(s). Students **will** be removed at the end of the 9 weeks for not maintaining a minimum of an 80 in the Honors course.

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 Spanish, as mentioned at **Standardized Testing**, may be administered to an English language learner, for a student up to grade 5. 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 end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

Notice of Destruction of Special Education Records

Wills Point ISD proposes to destroy all out-of-date special education files. Records will be stored at the Office of Special Programs on each student for a term of five years after dismissal or cessation of services. Records may be required for social security or other benefits. Parents or adult students may choose to request that records not be destroyed by contacting the Director of Special Education at 903-873-5100 ext 7800.

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 classwork in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus.

However, the district is not required to provide transportation to the other children in the household.

The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home [See policy FDB(LOCAL)].

Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider 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 and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, the parent may contact the individuals listed below to learn about the school'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 or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is **Jammie Madden, Director of Special Education** at 903-873-5100 ext. 7801.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding

a referral for evaluation for Section 504 services is **Jammie Madden, Director of 504 Services** at 903-873-5100 ext. 7801.

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

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)].

Request for the Use of a Service Animal

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

Services for homeless students and for Title 1 Participants

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, **Barbie McMath** at 903-873-5100 ext. 7002

Parent Involvement Coordinator, who works with parents of students participating in Title 1 programs: **Barbie McMath** at 903-873-5100 ext. 7002

Students with Disabilities: Special Education Director **Jammie Madden** at 903-873-5100 ext. 7801

Please also check the district website for information related to services in the area that can help families who are homeless.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 15, are:

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

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

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

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

Release of Directory Information on page 15 for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records.

The address of the superintendent's office are: 338 W. N. Commerce St. Wills Point, TX 75169

The address of the principals' offices are: 200 Tiger Drive Wills Point, TX 75169

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course 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 28, and **Complaints and Concerns** on page 8 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.wpsid.com.

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

Students With Physical or Mental Impairments Protected under Section 504

A student determined to have 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 student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

TECHNOLOGY RESOURCES, ELECTRONIC DEVICES, AND TEXTBOOKS

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only.

Students and parents will be asked to sign a user agreement (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.

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

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

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

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

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

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such

permission, teachers will collect the items and turn them into the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

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

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

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

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

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

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

Privileges and Discipline: Internet usage is a privilege, not a right, and inappropriate use will result in a loss of network privileges, disciplinary actions, and/or referral to legal authorities. The

system administrators will close an account when necessary. An administrator can deny, revoke, or suspend specific user access and/or user screen.

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

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child "Before You Text" Sexting Prevention Course, 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.

Limiting Electronic Communications with Students by District Employees

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

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

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

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.

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, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required 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 lost because of absences.

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for Texas Department of Public Safety.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

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

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

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

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

OCS refers to district ISS placement; On Campus Suspension

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

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

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

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

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

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those

who meet the participation requirements in kindergarten–grade 12.

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

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

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

APPENDIX I: Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.wpsid.com the Wills Point Junior High School Student Handbook and the Student Code of Conduct for 2018–2019.

I have chosen to:

- Receive a paper copy of the Student Handbook and the Student Code of Conduct.**

- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.**

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the principal at my student's school.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

APPENDIX II: Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information

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

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

district is providing you a form so you can communicate your wishes about these issues. For the following school-sponsored and other purposes (outside requests): Wills Point I.S.D. has designated **the following information as directory information:**

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

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

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

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

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

Parent signature _____ **Date** _____

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

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

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

Parent signature _____ **Date** _____

APPENDIX III: Human Sexuality Education Consent/Opt Out Form

Dear Parent/Guardians:

Wills Point Junior High has a program of instruction which includes education on human sexuality, and prevention of Sexually Transmitted Diseases (STD's) which includes HIV/AIDS. The scope and sequence of growth and development begins in 5th grade and continues in junior high and selected high school courses. Below is an outline of TEKS for junior high 7th and 8th grades:

The Texas Essential Knowledge and Skills (TEKS) states that the following information should be covered starting 7th and 8th grade under health education.

115.23. Health Education, Grades 7-8

- (3) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To**

achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

- (4) In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

As a parent/guardian, you may choose to review the materials and curriculum content to be used in HIV and other communicable disease prevention education, as well as sex education. If you wish to review the materials or curriculum content, please contact the campus principal. This statute allows you to excuse your child from participation in the classes that include: education on human sexuality, if you choose. If you wish to excuse your child from this instruction, please send the bottom portion of this letter to your child's school prior to the end of the first week of school.

Sincerely,

Scott Caloss
Superintendent

Parent Permission to Excuse Student from Human Sexuality Education

My child will be excused from the instruction outlined in this letter.

Student Name: _____

Parent Signature: _____ **Date:** _____

APPENDIX IV: Parent Statement For or Against the Use of Corporal Punishment

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to agree or prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the Student Code of Conduct (SCOC) [See FO and the SCOC].

Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger. The principal or a designee may choose not to use corporal punishment even if the parent has requested its use. Any use of corporal punishment will be documented. The principal or a designee will inform the parent when corporal punishment is used. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student. Before corporal punishment is used, the district may give the student a choice between other

disciplinary measures and corporal punishment.

Parent Statement Prohibiting Corporal Punishment:

I have read the information on the use of corporal punishment in Wills Point Independent School District and I agree to the use of corporal punishment with my child.

This form must be submitted annually and can be revoked by the parent at any time.

Corporal Punishment Form

Dear Parent/Guardian:

Corporal Punishment is a part of the Wills Point I. S.D. discipline management plan. However, this portion of the plan is used only when parent consent is given.

Please choose one of the following options (Option A or B) concerning the discipline of your child and sign your name on the provided line:

- A) Wills Point Junior High School has my permission to use corporal punishment when disciplining my child, but only after contacting me at _____ (please provide a contact number)

Signature

Date

- B) I **do not** want my child to receive corporal punishment.

Signature

Date

Student's Name: _____

**APPENDIX V:
Three-Way School Pledge Form**

Staff Section

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

Casey Cochran, Principal of Wills Point Junior High School

Jason Moore, Assistant Principal of Wills Point Junior High School

The Staff of Wills Point Junior High School

Student Section

I realize that my education is important. I know I am the one responsible for my own success.

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

Student Signature

Date

Parent/Guardian Section

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

Parent/Guardian Signature

Date

APPENDIX VI: Parent Pledge/Contract Form

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

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

I will also encourage my son / daughter to:

- *Complete all homework assignments
- *Read for 30 minutes every day

*Attend and be on time to all classes

*Get proper rest for the best school performance

Student's Name / Signature _____ Grade _____

Teacher _____

Parent's Signature _____

APPENDIX VII: School Remind App

This year we will be using the Remind 101 app to send reminders and notifications about our campus. This is a one way notification system sent from the school as a text message. It's simple and free to use! We use two different accounts, one for each grade level. Please select the grade level that applies to your student.

Enter this number: **81010**

Text this message:

(7th grade only) **@f7bdfc**

(8th grade only) **@3h2d93**

You will get a reply message back saying you have joined Wills Point Junior High. Once you receive the reply, you are added to our Remind 101 notification list. That's it! It's that simple. Thanks for joining.

APPENDIX VIII: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.wpsid.com. Below is the text of Wills Point Junior High School's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

Adopted on 2-16-2012

Update 93

FFI(LOCAL)-A

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 the 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 bullying.

APPENDIX IX: Technology Acceptable Use Policy for Students

Wills Point ISD provides computer, network, and internet access to students as an important tool of our learning environment. This tool provides advantages for our students such as current information from online research databases, other schools, colleges, and organizations around the world, as well as various content area software programs. Sharing information digitally with others, while learning concepts and researching online, are important skills necessary to live and work in our world today.

However, this opportunity requires responsibility. Please discuss the following information with your child and be sure you both understand it thoroughly. Your child will be given a network account and password to use and will be held accountable for any activity done while logged on to that account (including information viewed, received or sent). Keeping that account private is your child's responsibility. Inappropriate use can result in suspension or loss of computer privileges as well as other disciplinary action which can involve law enforcement.

WPISD provides filtering/blocking software that works to provide a safe learning environment for our students. We also have security systems in place that monitor all student use of the internet. All reasonable efforts are made to prevent computer access to harmful, pornographic, violent, or obscene material. However no system can provide complete protection and it is the user's responsibility to follow the teacher's directions and use the internet resources appropriately. Any problems with the filtering system should be immediately reported to the supervising teacher and not demonstrated to others.

Upon acceptance of the Student Handbook, your child agrees to all the terms and conditions of the Wills Point

ISD District Electronic Communications Terms and Conditions which includes the following:

- Keep your personal account information private. Do not attempt to use anyone else's log in.
- Use computer etiquette. Do not use abusive or inappropriate language.
- Do not use electronic resources in such a way that would disrupt their use by others.
- Do not attempt to gain access on networks where specific permissions have not been granted.
- Comply with all local, state, and federal laws. This includes laws addressing computer hacking, software piracy, copyright infringement, willfully disrupting network filters, or any other illegal activity.
- Computer vandalism is defined as any purposeful attempt to harm or destroy equipment or data of another user. Do not attempt to access, copy, change, or delete electronic information belonging to others.
- Unapproved devices may not be connected to the district's network without express permission of the Director of the Technology Department. This includes personal laptops, gaming consoles, MP3 players, wireless access points, etc.

Acknowledgement Form

Electronic Communication Terms and Conditions and Technology Acceptable Use Policy

My child and I have received a copy of the *Electronic Communication Terms and Condition and Technology Acceptable Use Policy for Students*. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the **Student Code of Conduct**. If I have any questions regarding this handbook, I should direct those questions to the principal at Wills Point Junior High School at 903-873-4924.

Printed name of student: _____

Student Signature _____

Parent Signature _____

Date of Signature _____

Girls quick guide to the WPJH Dress Code

- **Short shorts, tight shorts, and bicycle pants are not appropriate. Shorts and skirts may be no shorter than the index finger when the arm is placed by the side even if worn with tights.**
- **Shorts and pants should not have writing that is printed or stitched across the seat of the pants.**
- **Halter tops, crop tops, see through tops, and sun dresses without backs are not appropriate for girls.**
- **Pants with unrepaired holes, frays, shreds, or rips are not allowed.**
- **No unnatural coloring or dyeing of the hair is permitted.**
- **No pajamas**
- **No house shoes**
- **Tights, leggings, and extremely tight pants/jeans must be accompanied by either a dress or a skirt that is fingertip length. No long T shirts are to be worn with leggings or tights any longer.**

*** Girls may wear tank tops as long as it meets the three finger rule.**

**** If the Principal determines that a student's grooming or clothing violate the dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned ISS.**

Boys quick guide to the WPJH Dress Code

- T shirts with pictures of liquor/drugs, violent, or sexually suggestive phrases/logos are not allowed.**
- No sagging pants – belts are encouraged.**
- Extremely wide legged pants or pants with unrepaired holes, frays, or rips are not allowed.**
- No chains hanging from pants or wallets**
- Boys hair must be neatly cut and groomed. Designs, letters, shapes, or parts should not be shaved into the hair or eyebrows. Hair must be cut so that it does not extend below the chin length in the back collar, nor should it extend below the midpoint of the ear at sides or below the eye brows at bangs.**
- No unnatural coloring or dying of the hair is permitted.**
- No pajamas**
- No earrings**
- No caps, hats, or stockings**

- **No house shoes**

**** If the Principal determines that a student's grooming or clothing violate the dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned ISS.**

WPJH TARDY POLICY

****If students are tardy to 1st period, they MUST be signed in by the parents to the office.****

Tardy Actions (Starts over every 9 weeks)

1 – Verbal Warning – tardy placed in system

2 – Written warning with parent contact (email, phone call, text)

3 – Teacher detention with parent contact

4 – Referral written – AP to assign lunch detention & parent notified

5 –Week long lunch detention– parent notified

6 – Friday School 3:30-5:00pm – AP to notify parent

7 – Week long lunch detention– parent notified

More will be on a case by case basis

If a student receives 2 tardies to class in the same day, they will receive 2

separate detentions. AP will see the student when they reach their 4th detention.

On the 10th tardy, we will file truancy with Judge Dunn.

****Friday school and Lunch detentions to be assigned by Asst. Principal**