

# Wills Point High School



2018~2019

Student Handbook

*Building on Excellence!*

# **WILLS POINT HIGH SCHOOL**

## **Wills Point ISD Compact for Learning**

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 unite them. You are invited to be involved in a partnership with Wills Point ISD.

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

Wills Point Independent School District is a community that engages all learners in an exemplary educational program.

### **Student Pledge**

I will strive to-

- Attend school regularly.
- Complete assignments and return homework on time to the teacher.
- Show respect for myself, other people, and property.
- Accept responsibility for my own actions.
- Make an effort to do my best to learn.
- Resolve conflicts peacefully.

### **Family Involvement**

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

## **Parent Pledge**

Schools as a 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.

A curriculum with coherence-

- To be involved in the amount and content of my child's TV viewing and radio listening.
- 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 arrive at school on time and attend regularly.

## **Staff Pledge**

School as a community-

- Communicate and work with families to enhance students' learning.
- Respect the cultural differences of students and their families.
- Continue efforts to develop professionally.

A curriculum with coherence-

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

A climate for learning-

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

A commitment to character-

- Maintain high expectations for myself, students, and other staff.
- Assist students in the development of a sense of personal and civic responsibility.
- Help students learn to resolve conflicts in an appropriate manner.

# Table of Contents

SECTION I:	
Preface .....	1
Mission Statement .....	1
Student Names .....	3
SECTION II: Parental Rights.....	4
Consent, Opt-Out, and Refusal Rights.....	4
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction.....	8
Right of Access to Student Records, Curriculum Materials, and District Records/Polices.....	10
Students with Exceptionalities or Special Circumstances.....	15
SECTION III: Other Important Information For Studnets amd Parents.....	21
Absences/Attendance.....	21
Accountability under State and Federal Law .....	26
Armed Services Vocational Aptitude Battery Test.....	26
Bullying .....	26
Career and Techincal (CTE) Program .....	28
Celebrations.....	29
Child Sexual Abuse and Other Maltreatment of Children.....	29
Class Rank / Highest Ranking Student .....	30
Class Schedules .....	34
College and University Admissions and Fincial.....	34
College Credit Courses .....	35
Communications- Automated.....	36
Complaints and Concerns .....	36
Conduct .....	37
Counseling .....	38
Course Credit .....	39
Credit by Examination—If a Student Has Taken the Course/Subject.....	39
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject.....	39
Dating Violence, Discrimination, Harassment, and Retaliation .....	40
Discrimination .....	43
Distance Learning .....	43
Distribution of Literature, Published Materials, or Other Documents.....	43
Dress and Grooming .....	45
Electronic Devices and Technology Resources .....	47
End Of Course (EOC).....	49
English Language Learners.....	49
Extracurricular Activities, Clubs, and Organizations .....	50
Fees.....	51
Fundraising .....	52
Gang-Free Zones .....	52
Gender-Based Harassment .....	52
Grade Classification .....	52
Grading Guidelines .....	52
Graduation .....	53
Harassment .....	58

Hazing .....	58
Health-Related Matters .....	59
Homeless Students.....	63
Illness.....	64
Immunization.....	64
Law Enforcement Agencies.....	65
Leaving Campus .....	66
Lost and Found .....	68
Makeup Work .....	68
Medicine at School .....	69
Non-Discrimination Statement .....	71
Non-Traditional Academic Programs .....	72
Parent and Family Engagement.....	72
Physical Examinations/Health Screenings .....	73
Pledges of Allegiance and A Minute of Silence .....	74
Release of Studnets from School.....	75
Report Cards / Progress Reports and Conferences.....	75
Retaliation.....	76
Safety .....	76
SAT, ACT, and Other Standardized Test.....	77
Schedule Changes.....	77
School Facilities .....	77
Searches .....	80
Sexual Harassment.....	81
Special Programs .....	81
Standardized Testing .....	81
Steriods .....	83
Students in Foster Care.....	83
Student Speakers .....	83
Student Guidelines for Acceptable Use of Technology.....	83
Substance Abuse Prevention and Internvention .....	87
Suicide Awarness & Mental Health Support.....	87
Summer School .....	87
Tardies.....	88
Textbooks, Electric Textbooks, Technological Equipment & Othger Instrustional Materials.....	88
Transfers .....	88
Transportation .....	88
Vandalism .....	89
Video Cameras.....	90
Visitors to the School .....	90
Volunters.....	91
Voter Registration.....	91
Water Bottles.....	91
Withdrawing from School.....	91
GLOSSARY .....	93
Appendix: Freedom from Bullying Policy .....	96
Student Welfare: Freedom from Bullying.....	96

## **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.

## ***MISSION STATEMENT***

**All students at Wills Point High School will receive a quality and an equitable education to prepare them to become contributing and productive members of society.**

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

The Wills Point 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 Student Handbook is divided into three sections:

Please be aware that the term “the student’s parent” unless otherwise noted is used to refer to the parent, legal guardian, person granted some other type of lawful control of any student 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 school board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at [www.wpisd.com](http://www.wpisd.com) and is available in hard copy upon request.

The Student Handbook is a general reference guide only and is designed to be in harmony with school 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 any given circumstance.

In case of conflict between school board policy or the ***Student Code of Conduct*** and any provisions of the Student Handbook, the provisions of school board policy or the ***Student Code of Conduct*** that were most recently adopted by the school board are to be followed.

Please be aware that the Student Handbook is updated yearly while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed school board policy changes by attending school board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. 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.

If you or your children have questions about any of the material in this Student Handbook, please contact the counselor or the principal.

Your child’s school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any

change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact a teacher, the school counselor or the principal. Please see **Safety** on page 76 for information regarding contact with parents during an emergency situation.

Also, please complete and return to your child's campus the following required forms:

1. Acknowledgment Form OR Acknowledgement of Electronic Distribution of Student Handbook form;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information Form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

See **Objecting to the Release of Directory Information** on page 6 and **Consent Required Before Student Participation in Federally Funded Survey, Analysis or Evaluation** on page 7 for more information.

Note: References to policy codes are included so that parents can refer to current school board policy. A copy of the district's policy manual is available for review in the district administration office or on the district website at [www.wpisd.com](http://www.wpisd.com).

#### **ACCESSIBILITY**

If you have difficulty accessing the information in this document because of disability, please contact Wills Point ISD (903)-873-5100

#### **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 High School Student Handbook includes information related to certain rights of parents as specified in state or federal law.

### **CONSENT, OPT-OUT, AND REFUSAL RIGHTS**

#### ***Consent to Conduct a Psychological Evaluation***

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

#### ***Consent to Display a Student's Original Works and Personal Information***

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A 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***

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

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

- When it relates to the promotion or student safety as provided by law for a student receiving special education services in certain settings.

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.

[See **Video Cameras** on page 90 for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

### ***Prohibiting the Use of Corporal Punishment***

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, 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.

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

### ***Limiting Electronic Communications with Students by District Employees***

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual’s professional responsibilities; as described by district guidelines. 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.

However, 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 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. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the forms packet.]

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date of birth; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. 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.

For all other purposes, the district has identified the following as directory information: student name, address, and grade level. 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** on page 11.

### ***Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education***

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior

written consent. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

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

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

## **Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction**

### ***Human Sexuality Instruction***

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

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) 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 in the seventh grade under health education.

#### **7.2) Health information - The student recognizes ways that body structure and function relate to personal health throughout the life span. The student is expected to:**

- (A) explain how differences in growth patterns among adolescents, such as onset of puberty, may affect personal health;
- (B) describe the influence of the endocrine system on growth and development;
- (C) compare and contrast changes in males and females;
- (D) describe physiological and emotional changes that occur during pregnancy; and

(E) examine physical and emotional development during adolescence.

**7.3) Health information - The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. The student is expected to:**

(D) summarize the facts related to Human Immunodeficiency Virus (HIV) infection and sexually transmitted diseases.

**7.5) Health behaviors - The student engages in behaviors that reduce health risks throughout the life span. The student is expected to:**

(C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse;

(D) identify information relating to abstinence;

(E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

(F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;

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.

***RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE IN GRADE 3-12***

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

***RECITING THE PLEDGES TO THE U.S. AND TEXAS FLAGS***

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. See **Pledges of Allegiance** and **A Minute of Silence** on page 76 and policy EC (LEGAL).

***RELIGIOUS OR MORAL BELIEFS***

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

### ***TUTORING OR TEST PREPARATION***

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

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

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

### **RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES**

#### ***Instructional Materials***

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

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

#### ***NOTICES OF CERTAIN STUDENT MISCONDUCT TO NON-CUSTODIAL PARENT***

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent relating to your 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***.

#### ***Participation in Federally Required, State-Mandated, and District Assessments***

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

#### ***Student Records***

##### **Accessing Student Records**

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

### **Authorized Inspection and Use of Student Records**

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 6, 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 school 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 6 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 is 338 W.N. Commerce St. Wills Point TX, 75169

The address of the principals' offices is; 1800 W. South Commerce 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 75, and **Complaints and Concerns** on page 36, 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](http://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.

### ***Teacher and Staff Professional Qualifications***

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

## **STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

### ***Children of Military Families***

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five 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](#).

### ***Parental Role in Certain Classroom and School Assignments***

#### **Multiple Birth Siblings**

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

#### **Safety Transfers/Assignments**

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the school board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

**(See Bullying** on page 26, 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 a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

### ***Service/Assistance Animal Use by Students***

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

### ***STUDENTS IN THE CONSERVATORSHIP OF THE STATE (FOSTER CARE)***

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving 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.

In addition, for a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of any applications for admission or for financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;

- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

(See also **Credit by Examination For Advancement/Acceleration** on page 39, **Course Credit** on page 39, and **Students in Foster Care** on page 83 for more information.)

### ***STUDENTS WHO ARE HOMELESS***

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving 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.

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

(See also **Credit by Examination for Advancement/Acceleration** on page 39, **Course Credit** on page 39, and **Homeless Students** on page 63 for more information.)

### ***Students Who Have Learning Difficulties or Who Need Special Education Services or Section 504 Services***

For those students who are having difficulty in the regular classroom, all school districts 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 to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her 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 making a 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.

**Note:** A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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* at (903) 873-5100 ext. 6

### **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* at (903) 873-5100 ext. 6

[See also **Students with Physical or Mental Impairments Protected under Section 504** on page 20.]

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

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

### **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

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

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

***STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH***

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

***STUDENTS WITH PHYSICAL OR MENTAL IMPAIRMENTS PROTECTED UNDER SECTION 504***

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

[See also **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 18 for more information.]

### **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 conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact Mr. Jeff Russell at 903.873.5100 EXT. 1.

#### ***ABSENCES/ATTENDANCE***

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

#### ***COMPULSORY ATTENDANCE***

##### **Age 19 and Older**

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

##### **Between Ages 6 and 19**

State law requires that a student between the ages of six and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student 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 U.S. citizenship;
- Documented health-care appointments for the student or a child of a student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
  - An activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page **Error! Bookmark not defined.** for that section.]

## **Secondary Grade Levels**

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

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

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

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

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

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

#### **All Grade Levels**

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

#### **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 re-evaluation, and/or modifications to the student’s individualized education program or Section 504 plan, as appropriate

#### **Age 19 and Older**

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter, as required by law, explaining that the district may revoke the student’s enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student’s enrollment, the district may implement a behavior improvement plan.

#### **Between Ages 6 and 19**

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Damon Davis. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent 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.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA (LEGAL) and FED (LEGAL).]

### ***ATTENDANCE FOR CREDIT OR FINAL GRADE***

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.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for reasons listed above at **Exemptions to Compulsory Attendance** pg. 22 will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

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

### ***OFFICIAL ATTENDANCE-TAKING TIME***

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

Official attendance is taken every day during the second instructional hour as required by state rule.

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

### ***DOCUMENTATION AFTER AN ABSENCE***

When a student is absent from school, the student—**upon arrival or return to school or within 3 days**—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

**Note:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

### ***DOCTOR’S NOTE FOLLOWING AN ABSENCE FOR ILLNESS***

Within 3 days of returning to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL).]

### ***Driver License Attendance Verification***

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

attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

**Students must bring official verification from DPS to have this absence excused.**

### **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; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

This information can be found on the district's website at [www.wpsid.com](http://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 [TEA Performance Reporting Division](#) and the [TEA homepage](#).

### **ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST**

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered at a date to be determined.

Please contact the Counselor's office for information about this opportunity.

### **BULLYING**

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or
- placing a student in reasonable fear of harm to the student's person or of damage to the student's property

- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment or a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by visiting [www.wpsid.com](http://www.wpsid.com) and filling out a Bullying report on line.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [Also see **Safety Transfers/Assignments** on page 15.]

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

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

(See **Safety Transfers/Assignments** on page 15, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40, **Hazing** on page 58, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.)

## **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

The district offers career and technology programs in the following areas;

- Agriculture, Food and Natural Resources,
- Automotive Technology
- Arts, A/V Technology and Communications
- Business, Management and Administration, Marketing Sales and Service
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page **Error! Bookmark not defined.** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

## **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. 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.

[See **Food Allergies** page 61]

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

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at [www.wpsisd.com](http://www.wpsisd.com) . 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. 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.

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

available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page **Error! Bookmark not defined.**]

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

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- [http://kidshealth.org/parent/positive/talk/child\\_abuse.html](http://kidshealth.org/parent/positive/talk/child_abuse.html)
- <http://taasa.org/resources-2/>
- [http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)
- [http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)

Reports of Abuse or Neglect may be made to:

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

### **CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT**

Wills Point High School will include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit was earned, unless excluded below.

The calculation shall include failing grades.

### **EXCLUSIONS**

Students entering grade 9 in 2013-14 and 2014-15 the calculation of class rank shall exclude grades earned in an assigned remediation or tutoring course, any local credit course, any course for which a pass/fail grade is assigned, credit recovery summer school, or through credit by examination, with or without prior instruction.

For students entering grade 9 in 2015-16 and 2016-17, the calculation of class rank shall exclude grades earned in an assigned remediation or tutoring course, any local credit course, any course for which a pass/fail grade is assigned, credit recovery summer school, or through credit by examination, with or without prior instruction.

Dual credit courses shall be excluded if the credit does not satisfy a high school equivalent course or if credit is earned without prior written approval from the school counselor.

If a student repeats a course for which he or she has already earned credit and received bonus points, if applicable, the repeated course, called a “duplicate course,” shall be considered local credit, and bonus points shall not be awarded.

All failing grades shall not receive weight.

The District shall weight courses within a three-tiered system.

The four highest weighted credits in English Language Arts, taken from:

English I;  
English II;  
English III; and  
English IV, or other foundation advanced course meeting the English credit requirement.

The four highest weighted credits in mathematics, taken from:

Algebra I;  
Geometry; and  
Algebra II,  
Other foundation advanced course meeting the math credit requirement.

The four highest weighted credits in science, taken from:

Biology;  
Chemistry, or other foundation advanced course meeting the second science credit requirement; and  
Physics, or other foundation advanced course meeting the third science credit requirement.  
Other foundation advanced course meeting the fourth science credit.

The four highest weighted credits in social studies, taken from:

U.S. History;  
World Geography  
World History  
Government and Economics.

The two highest weighted credits taken from:

Additional core course  
Elective course

## **EXCLUSIONS**

Students entering grade 9 in 2013-14 and 2014-15, the District shall assign weight to grades based on the categories and grade weight system used by the District, for an equivalent course previously offered to the same cohort of students.

For students entering grade 9 in 2017-18 and beyond, the calculation of class rank shall exclude grades earned in an assigned remediation or tutoring course, any local credit course, any course for which a pass/fail grade is assigned, credit recovery summer school, or through credit by examination, with or without prior instruction.

Dual credit courses shall be excluded if the credit does not satisfy a high school equivalent course required for graduation or if credit is earned without prior written approval from the school counselor.

If a student repeats a course for which he or she has already earned credit and received bonus points, if applicable, the repeated course, called a "duplicate course," shall be considered local credit, and bonus points shall not be awarded.

All failing grades shall not receive weight.

The District shall weight courses within a three-tiered system.

The four highest weighted credits in English Language Arts, taken from:

English I;  
English II;  
English III; and  
English IV, or other foundation advanced course meeting the English credit requirement.

The four highest weighted credits in mathematics, taken from:

Algebra I;  
Geometry; and  
Algebra II,  
Other foundation advanced course meeting the math credit requirement.

The four highest weighted credits in science, taken from:

Biology;  
Chemistry, or other foundation advanced course meeting the second science credit requirement; and  
Physics, or other foundation advanced course meeting the third science credit requirement.

Other foundation advanced course meeting the fourth science credit.

The three highest weighted credits in social studies, taken from:

U.S. History;  
World Geography or World History  
Government and Economics.

#### *WEIGHTED GRADE SYSTEM CATEGORIES*

- TIER III Tier III courses shall be courses that access grade level essential knowledge and skills (TEKS); cover nationally recognized standards; and may be designed to earn college credit. Advanced Placement (AP) courses, and dual credit courses shall be considered Tier III courses. Tier III courses will be noted in district publications.
- TIER II Tier II courses shall be courses that access grade level TEKS with an additional emphasis on advanced content and a focus on deeper understanding of the course material and college preparation. Honors courses shall be considered Tier II courses. Tier II courses will be noted in district publications.
- TIER I Other eligible courses designed to address and access grade level TEKS shall be considered Tier I courses. Tier I courses will be noted in district publications.

#### *WEIGHTED GRADE POINT AVERAGE*

The District shall convert semester grades earned in eligible courses to grade points in accordance with administrative regulations and the following chart, and shall calculate a weighted grade point average (GPA):

<u>Grade</u>	<u>Tier III</u>	<u>Tier II</u>	<u>Tier III</u>
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0

*TRANSFERRED GRADES*  
When a student transfers semester grades, for courses that would be eligible to be included in class rank, from an accredited institution, the District shall assign weight to those grades based on the categories and grade weight system used by the District, if a similar or equivalent course is offered to the same cohort of students in the District.

**LOCAL GRADUATION HONORS**

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the sixth week of the fourth nine-week grading period of the senior year. The average of grades from the third nine-week grading period and the first six weeks of the fourth nine-week grading period shall be used as the semester grade for this purpose. For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District’s eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

**VALEDICTORIAN AND SALUTATORIAN**

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must: Have been continuously enrolled in the District high school for the four full semesters

immediately preceding graduation; Have completed the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement; and Be graduating after exactly eight semesters of enrollment in an accredited high school.

### ***BREAKING TIES***

In case of a tie in weighted GPAs, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian: Compute the weighted GPA to the thousandths place. Calculate a weighted GPA, only using eligible grades earned in Tier III courses. If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

### ***HIGHEST-RANKING GRADUATE***

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

### ***CONDUCT***

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct that requires removal to a disciplinary alternative education program (DAEP), a three-day suspension, or expulsion during his or her last two semesters preceding graduation.

Students and parents should contact the counselor for further information about the application process and deadlines. (See policies at EIC.)

### **CLASS SCHEDULES**

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

Students are given the opportunity each spring to request courses for the next school year. Students who fail to turn in a course request will be assigned a schedule based upon availability.

[See **Schedule Changes** on page 77. for information related to student requests to revise their course schedule].

### **COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID**

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or

- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the university through a holistic review process.

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

Upon enrolling in their first course that is eligible for high school credit, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid.

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

(See also **Class Rank/Highest Ranking Student** on page 30 for information specifically related to how the district calculates a student's rank in class and requirements for **Graduation** on page 53 for information associated with the foundation graduation program.

[See **Students in the Conservatorship of the State (Foster Care)** on page 16 for information on assistance in transitioning to higher education for students in foster care.]

## **COLLEGE CREDIT COURSES**

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB) or college preparatory;
- Enrollment in courses taught in conjunction and in partnership with TVCC which may be offered on or off campus
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught at other colleges or universities, and

- Certain CTE courses.

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

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

## **Communication – 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.

[See **Safety** page 76 for information regarding contact with parents during an emergency situation.]

### ***Nonemergency***

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety pg. 76** for information regarding contact with parents during an emergency situation.]

## **Complaints and Concerns**

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the school board has adopted a standard complaint policy at FNG (LOCAL) in

the district's policy manual. A copy of this policy and complaint form may be obtained in the principal's or superintendent's office or on the district website at [www.wpsid.com](http://www.wpsid.com)

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

## **CONDUCT**

### ***APPLICABILITY OF SCHOOL RULES***

As required by law, the school board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—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 shall apply, unless the district amends either or both documents for the purposes of summer instruction

### ***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 Wills Point High School is: Brian Clements.

### ***DISRUPTIONS OF SCHOOL OPERATIONS***

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

### ***SOCIAL EVENTS***

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

A student 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.

### **COUNSELING**

#### ***ACADEMIC COUNSELING***

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 8 through 11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

#### ***PERSONAL COUNSELING***

The school counselor is available to assist students with a wide range of personal concerns, including social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should inform his/her teacher, or fill out a request form in the counselor's office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

(See **Substance Abuse Prevention and Intervention** on page 87 and **Suicide Awareness and Mental Health Support** on page 87, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 29.)

## **COURSE CREDIT**

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

## **CREDIT BY EXAM—IF A STUDENT HAS TAKEN THE COURSE**

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

If the student is granted approval to take an examination for their purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

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

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

## **CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—IF A STUDENT HAS NOT TAKEN THE COURSE**

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district’s board of trustees, and state law requires the use of certain examinations, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2018-2019 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

### ***ACCELERATION FOR STUDENTS IN GRADES 6–12***

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

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

The school board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district website. (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. 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, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

#### ***DISCRIMINATION***

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

#### ***HARASSMENT***

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an

intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

### ***SEXUAL HARASSMENT AND GENDER-BASED HARASSMENT***

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. 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.

### ***RETALIATION***

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

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

### ***REPORTING PROCEDURES***

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

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

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

### ***INVESTIGATION OF REPORT***

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

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

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

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

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

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

## **DISCRIMINATION**

(See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.)

## **DISTANCE LEARNING**

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

Dual Credit Courses are offered via distance learning as available. Students interested in taking one of these courses should contact the counseling office.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

### ***TEXAS VIRTUAL SCHOOL NETWORK (TXVSN) (SECONDARY GRADE LEVELS)***

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 50.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Mr. Jeff Russell, Wills Point High School Principal.

## **DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS**

### ***SCHOOL MATERIALS***

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

The school newspaper and the yearbook are available to students.

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

### ***NONSCHOOL MATERIALS***

#### **From Students**

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

The principal has designated the main office as the location for approved non-school materials to be placed for voluntary viewing by students. (See policies at FNAA.)

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

[See FNG(LOCAL) for student complaint procedures.]

#### **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 policies at 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, FNG, 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.

## **DRESS AND GROOMING**

Dress and grooming policies are in effect each day of the school year. Wills Point Independent School District prohibits any clothing or grooming that in the principal's and/or designee judgment may reasonably cause disruption of or interfere with normal school operations, in addition to the listed restricted forms of clothing listed below.

The dress code shall be met by all attendees in all school activities including, field trips, and off-campus school events awards assembly and commencement exercises.

Administration discretion used at other school events.

### ***Hair***

- Students are to wear their hair clean and well-groomed.
- Boys' hair must not extend below the eyebrows, mid ear, or below the collar of a polo style shirt.
- Unusual or distracting haircuts are not permitted, including but not limited to, disproportionate hair length, no striping, mohawks, and shaven designs or letters/symbols cut in hair. Boys may not wear ponytails, tails or man buns.
- Boys must be clean-shaven and no facial hair. Sideburns may not extend below the mid ear. If a student is required to shave, it can result in disciplinary action.
- No unnatural coloring or dyeing of hair with hair dye or Kool-Aid. (i.e. purple, pink, green, red...) If a student dyes or bleaches his or her hair, only natural colors will be permitted and should be predominantly one color. Defining natural hair will be at the discretion of the principal or designee.

### ***Clothing***

- Articles of clothing which advertise alcoholic beverages, tobacco, or drugs or anything that can be associated with drug or substance abuse are prohibited.
- Articles of clothing that contain politically sensitive, vulgar obscene, sexually suggestive, or rude slogans or pictures are prohibited.
- Articles of clothing that promote violence, criminal activity, suicidal tendencies, or contain pictures or writing that fails to meet the standards of good taste outlined in this code are prohibited.
- Boys: Sleeveless shirts are not permitted.
- Girls: Any shirt with a strap must be at least three fingers in width and have an appropriate fit around the armhole. Blouses should be modest and should not expose cleavage, or midriffs in the front or back when standing or seated.
- Student may not wear clothing that is sheer, mesh, transparent or "see-through" unless worn over another regulation shirt.
- Students must wear appropriate undergarments at all times.

- Students may wear shorts throughout the school year. They must be one-piece and should not be worn in combination with another style of shorts. They must be loose fitting.
- Students are to wear shorts, dresses, skirts and slits in skirts whose length can be no higher than three inches above the kneecap. Students may wear shorts, dresses or skirts over leggings, tights or other apparel but **MUST** meet the length requirement.
- Students may not wear excessively tight clothing of any type including clothes such as spandex tights, compression gear, yoga pants, or clothing which exposes undergarments unless under regulation skirt or dress.
- No excessively baggy or “sagging” shorts or pants will be allowed. Shorts/pants must be worn above the hips at the waistline. No writing will be allowed on the seat.
- Students may not wear jeans or pants with holes, fraying, or slits. If clothing is patched, the patch must be on the outside of the garment.. Cut-off jeans are not allowed.
- Trench coats are not allowed.
- Pajama tops, bottoms, or sleepwear of any kind are not allowed.

### ***Footwear***

- Students must wear appropriate footwear. Inappropriate footwear may include house shoes, shower shoes, cleats, and skate shoes.

### ***Accessories***

- Students may not wear hats, caps, beanies or skully, hoods, distracting eyewear, bandannas or sunshades at school. Contact lenses which make the eye appear abnormal will not be allowed at school or school functions. Students in violation will have the items taken up and returned at the principal’s discretion.
- Hoods on hooded sweatshirts may not be worn.
- Boys are not allowed to wear earrings/gauges, makeup or paint fingernails.
- Earrings may be worn by female students.
- No rings, studs, strings, gauges, or other jewelry may be worn in body piercing. Covering a piercing or using spacers for piercings are **NOT** allowed.
- Visible tattoos are prohibited and **MUST** be covered at all times.
- Pocket knives are not allowed on campus and will be taken up and returned at principal discretion.
- Objects that might be considered as dangerous to the safety of any student such as wearing of chains, handcuffs, spiked jewelry, safety pins, and carrying of metal combs or “rakes” will not be allowed on campus.

**ANY CLOTHING, PERSONAL APPEARANCE, OR PERSONAL STANDARD, WHICH IN THE JUDGEMENT OF THE ADMINISTRATORS THAT IS CONSIDERED A DISRUPTION TO THE EDUCATIONAL ENVIRONMENT SHALL NOT BE PERMITTED.**

If the principal and or designee determine 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.

***EXTRACURRICULAR DRESS CODE***

The principal, sponsor, coach, or designee of an extracurricular activity may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified in the Student Code of Conduct. FNCA (Local)

**ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

***POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES, INCLUDING MOBILE TELEPHONES***

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day (8:10a.m. to 3:40p.m.), 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 along with earbuds or headphones.

Students may utilize personal technology devices in the classroom for educational purposes when the teacher deems it appropriate. While the district encourages students to use personal technology devices for educational purposes in the classroom, these devices may also be used during lunch and before or after school at the discretion of the principal. Use is strictly prohibited during passing periods due to safety reasons. Use of personal technology devices during the school day is a privilege. Adherence to the guidelines is essential to maintaining an academic environment and the integrity of the classroom.

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. [See **Searches** pg.80 and policy FNF.]

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

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

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** pg. 80 and policy FNF.]

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

### ***INSTRUCTIONAL USE OF PERSONAL TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES***

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### ***ACCEPTABLE USE OF DISTRICT TECHNOLOGY RESOURCES***

District-owned technology resources for instructional purposes may be issued to individual 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.

Students and their parents should be aware that e-mail using district computers are not private and will be monitored by district staff. (See policies at CQ.)

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

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

Any person taking, disseminating, transferring, 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 and may, in certain circumstances, 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

### **END-OF-COURSE (EOC) ASSESSMENTS**

(See **Graduation** on page 53 and **Standardized Testing** on page 81.)

### **ENGLISH LANGUAGE LEARNERS (ALL GRADE LEVELS)**

A student who is an English language learner 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 an English language learner. 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.

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 that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR L, as mentioned at **Standardized Testing** on page 81, may be administered to an English language learner, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

If a student is considered an English language learner 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.

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

Participation in school-related 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. [See **Transportation** on page 88.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at 512.463.9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

(See <http://www.uil texas.org> for additional information on all UIL-governed activities.)

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 a language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education 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 up to ten absences in a school year not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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

### ***Standards of Behavior***

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

### ***Offices and Elections***

Certain clubs, organizations and performing groups will hold elections for student officers.

### **FEES**

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. However, students are expected to provide their 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 clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires facilities use not available on district premises.

- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. (See **Buses and Other School Vehicles** on page 89.)
- 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 (TxSVN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal or designee. (For further information, see policies at FP.)

## **FUNDRAISING**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal for approval. (See policies at FJ and GE.)

## **Gang-Free Zones**

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

## **Gender-Based Harrassment**

(See **Dating Violence, Discrimination, Harassment, and Retaliation on page 40**).

## **GRADE-LEVEL CLASSIFICATION**

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

Credits Earned	Classification
6.5	Grade 10 (Sophomore)
12.5	Grade 11 (Junior)
19	Grade 12 (Senior)

## **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.

In grades 9-12 achievement is reported to parents as:

90-100 = A      80-89 = B      70-79 = C      51-69 = D      1-50 = F

The grading policy for advanced coursework (AP, Dual Credit and Pre-AP courses) is 60% tests and 40% daily. All other courses will be graded 50% tests and 50% daily. Each course will have a minimum of 3 daily grades and 1 test grades every three weeks. Daily work and tests are determined by the teacher.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. Make up grade no greater than 70. (See EIA Local)

[See **Report Cards/Progress Reports and Conferences** on page 75, for additional information on grading guidelines.]

## **GRADUATION**

### ***REQUIREMENTS FOR A DIPLOMA FOR BEGINNING WITH THE 2014–15 SCHOOL YEAR***

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

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

## ***Testing Requirements for Graduation***

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

(Also see **Standardized Testing** on page 81 for more information.)

## **Foundation Graduation Program**

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “Foundation Graduation Program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

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

## Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, including economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Electives	5	7
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a four-year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

## Available Endorsements

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

- Science, Technology, Engineering, and Mathematics;

- Business and Industry;
- Public Services;
- Arts and Humanities; or
- Multidisciplinary Studies.

### **Personal Graduation Plans**

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

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

Please also review [TEA's Graduation Toolkit](#)

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

### ***AVAILABLE COURSE OPTIONS FOR ALL GRADUATION PROGRAMS***

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

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

### ***CERTIFICATES OF COURSEWORK COMPLETION***

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

### ***STUDENTS WITH DISABILITIES***

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

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

(See FMH (LEGAL).)

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

### ***GRADUATION ACTIVITIES***

Graduation activities will be coordinated by senior sponsors. It is the responsibility of early graduates to contact senior sponsors regarding graduation activities.

### ***GRADUATION EXPENSES***

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. (See **Fees** on page 60.)

### ***GRADUATION SPEAKERS***

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

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page83.]

### ***Scholarships and Grants***

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

### **HARASSMENT**

(See **Dating Violence, Discrimination, Harassment, and Retaliation pg. 40.**)

### **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 student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, 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, shame, 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** page 26 and policies FFI and FNCC.)

## **HEALTH-RELATED MATTERS**

### ***Student Illness (All Grade Levels)***

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

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

### ***BACTERIAL MENINGITIS***

State law requires the district to provide 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 overcome the body's immune system and cause meningitis or another serious illness.

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

This year the Meningococcal shot (protection against most common form of bacterial meningitis) is now required for Texas students enrolled in 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 [Department of State Health Services](#).

**Note:** DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college

students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** pg. 64 for more information.]

### ***Food Allergies***

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

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

[See policy FFAF and **Celebrations** on page29.]

### ***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.

Notice will also be provided to parents of elementary school students in the affected classroom.

Recommendations for parents:

1. Check your child's hair daily.

If you find lice, treat your child and any children who share rooms or beds in the house. In addition, the sheets and clothes must be washed in hot water. Stuffed animals or other items which cannot be washed should be bagged for 48 hours.

2. Please let the school nurse know if you become aware of lice.
3. Follow treatment guidelines.

The Centers for Disease Control and prevention can be utilized as a resource for treatment and prevention of lice. Treatment options and prevention tips can be found at <https://www.cdc.gov/parasites/lice/head/treatment.html> <https://www.cdc.gov/parasites/lice/head/prevent.html>

[See policy FFAA.]

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

The district's School Health Advisory Council holds four meetings annually. Additional information regarding the district's School Health Advisory Council is available from Tammy Lide, RN, BSN at the MS Campus 903.873.5100 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 8/11/2018**. This program was approved by the school board.

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

### ***STUDENT WELLNESS POLICY/WELLNESS PLAN***

Wills Point ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Greg Cranfill, Athletic Director of WPISD with questions about the content or implementation of the district's wellness policy and plan.

### ***Other Health – Related Matters***

#### **PHYSICAL FITNESS ASSESSMENT**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the athletic director to obtain the results of his or her child's physical fitness assessment conducted during the school year.

### ***VENDING MACHINES***

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the principal. (See policies at CO and FFA.)

### **Tobacco and E-Cigarettes Prohibited**

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

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

### **Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Damon Davis, the district's designated asbestos coordinator, at 903.873.5100.

### **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

### **HOMELESS STUDENTS**

You are encouraged to inform the district if you or your child is experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, Damon Davis at 903.873.5100.

## ***HEALTH SERVICES***

Each campus of the Wills Point ISD offers a full-time registered nurse to assist in meeting student's medical and health needs. The school nurse administers medications, provides first-aid to injuries, assesses student illnesses, and addresses other needs that occur during the school day. When your child is ill, please contact the school to let us know he or she will not 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.

## **ILLNESS**

[See **Student Illness** under **Health-Related Matters** on page 59.]

### **Immunization**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A

student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website at [Texas School & Child-Care Facility Immunization Requirements.](#)]

### **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.

### **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 health care provider if they have private insurance.

## **LAW ENFORCEMENT AGENCIES**

### ***QUESTIONING OF STUDENTS***

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

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

### ***STUDENTS TAKEN INTO CUSTODY***

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

- To comply with an order of the juvenile court.

- To comply with the laws of arrest.
- By a law enforcement officer 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 law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

### ***NOTIFICATION OF LAW VIOLATIONS***

The district is required by state law to notify:

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

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

### **LEAVING CAMPUS**

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has

granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

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

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

(See **Release of Students from School** page 75.)

### ***During Lunch***

**Wills Point High School is a closed campus.** All students are required to eat on campus unless the principal grants special permission. **Students are not allowed to order out and have their lunch delivered to school by an outside vendor. The only food that will be accepted for students is that delivered by a parent or guardian.**

### ***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.

### **LOST AND FOUND**

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

### **MAKEUP WORK**

#### ***MAKEUP WORK ASSIGNMENTS BECAUSE OF ABSENCE***

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 in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner. Students will be given the time allotment of days missed plus one - with the exception of previously assigned work. Teacher discretion will be used for extra time. (For further information, see policy EIAB (LOCAL).)

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 **Attendance for Credit or Final Grade** pg.24.]

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

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 will be permitted to make up tests and turn in projects due in any class missed due to absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

### ***DAEP MAKEUP WORK***

A high school student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, coursework needed to fulfill the student's high school graduation requirements. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. (See policy FOCA (LEGAL).)

### ***In-school Suspension Makeup Work***

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available: correspondence, distance learning, or summer school. (See policy FEA (LEGAL).)

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

### **MEDICINE AT SCHOOL**

*The district will not purchase medication to give to a student.* District employees will not give a student prescription medication, non prescription medication, herbal substance, 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 prior 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 will only be administered 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 2<sup>nd</sup> 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.

[See policy FFAF(LEGAL).]

### ***PSYCHOTROPIC DRUGS***

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

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

### ***Nondiscrimination Statement***

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

and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Damon Davis, 903.873.5100 Ext 0.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jamie Madden, 903.873.5100 Ext 6.
- All other concerns regarding discrimination: See the Superintendent, Scott Caloss, 903.873.5100 Ext 0.

## **NONTRADITIONAL ACADEMIC PROGRAMS**

See the counselor for additional information.

## **PARENT AND FAMILY ENGAGEMENT**

### ***Working Together***

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** pg. 38.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 903-873-5100 for an appointment. The teacher will usually return your call or meet with you during his or her conference

period or before or after school. [See **Report Cards/Progress Reports and Conferences** pg.75]

- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** pg. 91]
- Participating in campus parent organizations.
- 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 Mr. Jeff Russell at 903-873-5100 Ext 1
- 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 (SHAC)** pg.62]
- 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.]

## **Physical Examinations/Health Screenings**

### ***Athletics' Participation***

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.

### ***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 unnoticed. 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 by an outside professional or exemption from 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.

### ***Other Examinations and Screenings***

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

[See policy FFAA.]

### **PLEDGES OF ALLEGIANCE AND MINUTE OF SILENCE**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. (See **Reciting the Pledges to the U.S. and Texas Flags** on page 9.)

State Laws 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 observation of one minute of silence at the beginning of the first class period when September 11th falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

(See policy EC (LEGAL) for more information)

### **PRAYER**

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

### **PROMOTION AND RETENTION**

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, and any other necessary academic information as determined by the district.

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.

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

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a 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 or principal and policy EIF (LEGAL). For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

### ***High School Grade Levels***

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. (Also see **Grade Level Classification** on page 61)

Students will also have multiple opportunities to retake EOC assessments. (See **Graduation** on page 62 and **Standardized Testing** on page 88 for more information about EOC assessments.)

## **RELEASE OF STUDENTS FROM SCHOOL**

(See **Leaving Campus** on page 66).

## **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 at least once every 9 weeks.

At the end of the first three weeks of a grading period parents will be given a written progress report if their child's performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

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) and Grading Guidelines page 53.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within 10 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

## **RETALIATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

## **SAFETY**

Student safety on campus and at school-related events 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.

## ***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.

## ***Insurance for Career and Technical Education (CTE) Programs***

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

## ***PREPAREDNESS 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.

### ***EMERGENCY MEDICAL TREATMENT AND INFORMATION***

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

### ***EMERGENCY SCHOOL-CLOSING INFORMATION***

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

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. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close or restrict access to the building because of an emergency, the district will alert the community by use of Facebook, Twitter, and Blackboard Mass Communication.

[See **Communications-Automated, Emergency** on page 36 for more information.]

## **SAT, ACT, AND OTHER STANDARDIZED TESTS**

[SEE STANDARDIZED TESTING ON PAGE 81]

## **Schedule Changes**

Schedule changes will only take place the first week of each semester unless approved by campus principal.

## **SCHOOL FACILITIES**

### ***USE BY STUDENTS BEFORE AND AFTER SCHOOL***

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

The following area is open to students before school, beginning at 7:00 a.m.

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

### ***CONDUCT BEFORE AND AFTER SCHOOL***

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

### ***USE OF HALLWAYS DURING CLASS TIME***

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

### ***CAFETERIA SERVICES***

The district participates in the National School Lunch and Breakfast Program offers nutritionally balanced meals daily. Free and reduced-price meals are available based on National School Lunch and Child Nutrition Programs 2018-2019 Income Eligibility Guidelines. Information about a student's participation is confidential. **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.** Applications may be picked up in the high school office.

***If your child received free and reduced lunch the previous school year, please remember that Free and Reduced Lunch Applications must be resubmitted each year for re-qualification purposes.***

Students may apply at any time during the year for the Meal Program. Forms are available through the high school office or the Child Nutrition Central Office located at 823 Lilian.

**Wills Point High School is a closed campus.** All students are required to eat on campus unless the principal grants special permission. **Students are not allowed to order out and have their lunch delivered to school.** Visitors are not allowed to eat with students except for parents/guardians or by invitation of the principal. Student behavior in the dining room should be based on courtesy and cleanliness. This means leaving the area in the condition you would like to live in. Students will go through the cafeteria line and pay for their choice of food. If a student does not have money they must see the cafeteria manager first. An alternative meal will be provided. Students are to remain in the cafeteria during the lunch period. Students are not to go into areas where classes are being held during their lunchtime.

Meals may be paid for in advance, but not too exceed 30 days. Meals may be pre-paid in the mornings only, 7:15 a.m. until 7:55 a.m.

Breakfast serving time starts at 7:15 a.m. Breakfast cost is \$1.90 and lunch is \$2.95. Reduced price breakfast is \$.30 and lunch is \$.40.

Extra milk is \$.75.—All students who bring their lunch from home and want a milk must pay \$.75.

Students will need to enter their PIN# in the keypad at the time of the service. If a student does not have money they are to see the cafeteria manager before getting a tray.

Wills Point ISD Staff breakfast is \$2.65 and lunches are \$3.65.

Visitor breakfast is \$2.85 and lunch is \$3.90.

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.

WPISD has a “NO CHECK CASHING” policy under which all money submitted by check or cash is credited onto the student’s meal account. The district also has a “**NO CHARGING**” policy. 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 tray and milk for lunch. There will be a \$25.00 charge on NSF checks.

Menu may change without notice due to availability of product.

If you have any questions or a problem, please feel free to call the Child Nutrition Service Office for assistance at 903.873.4541. For further assistance call Damon Davis, Assistant Superintendent of Operations and Student Services at 903.873.3161.

### ***LIBRARY***

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open Monday – Friday, 8 a.m. – 4:00 p.m. Students should receive teacher permission before going to the library.

### ***MEETINGS OF NON-CURRICULUM-RELATED GROUPS***

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

## **SEARCHES**

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

### ***STUDENTS' DESKS AND LOCKERS***

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

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

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

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

### ***Telecommunications and Other Electronic Devices***

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

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** pg. 56 for more information.]

### ***VEHICLES ON CAMPUS***

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

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

All vehicles must have a parking pass. Parking Passes can be purchased from the WPHS Student Council by providing a valid Texas Driver's License and Proof of Insurance.

### ***TRAINED DOGS***

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

### ***METAL DETECTORS***

For further information, see policy FNF (LOCAL).

### ***DRUG-TESTING***

Drug testing for extracurricular participants will be handled through the central administration office.

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 83.]

### **Sexual Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** pg. 40]

### **Special Programs**

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Damon Davis at 903.873.5100.

### **Standardized Testing**

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

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

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

## **TSI (Texas Success Initiative) Assessment**

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

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

### **High School Courses—End-of-Course (EOC) Assessments**

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

- Algebra I
- English I and English II,
- Biology
- United States History

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

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

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

An admission, review, dismissal (ARD) committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.(PNP)

(Also see **Graduation** on page 53 for additional information.)

## **STEROIDS**

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

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

## **STUDENTS IN FOSTER CARE**

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

Please contact Damon Davis, who has been designated as the district's Foster Care Liaison, at 903.873.5100 with any questions.

[See **Students in the Conservatorship of the State** on page 16 for more information.]

## **STUDENT SPEAKERS**

The district provides students the opportunity to introduce the following school events - extra- curricular activities and daily announcements. Students are eligible to introduce these events if they are classified as a junior or senior, volunteer, have written parental permission and are not in a disciplinary placement at the time of the request or the speaking event. (See FNA (LOCAL).)

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 53 for information related to student speakers at graduation ceremonies.]

## **Student Guidelines for Acceptable Use of Technology**

The purpose of Wills Point Independent School District (WPISD) technology, network, internet access, and communication services is to support education and district administration. The student use of innovative classroom tools will be aligned with the WPISD curriculum and under the direct supervision of campus faculty. The use of WPISD technology is a privilege, not a guaranteed right, and inappropriate use will result in the cancellation of that privilege. Neither is it private. Technical staff has the ability and mandate to remotely observe record and review the actions of all users. Findings of inappropriate use of technology shall be sent to campus administrators for disciplinary action. Each student will be instructed by a WPISD faculty member pertaining to its proper use. Based upon the acceptable use guidelines outlined in this document, district administrators will deem what is inappropriate use.

Inappropriate use of technology includes but is not limited to the following:

1. Any illegal activities including transmission or use of material in violation of any U.S. or state law. This includes, but is not limited to copyrighted material, obscene material, or material protected by trade secret.
2. Intentional damage to or unauthorized tampering with any district computer systems, network infrastructure, peripheral technology or data.
3. The deliberate erasure, renaming, or altering of another user's data or application files.
4. Deliberately using technology to annoy, bully or harass others with language, images or recordings.
5. Deliberately exploring or accessing any violent, objectionable, risqué or obscene language, text or images.
6. Plagiarism and forgery of data in any form.
7. Causing congestion of network resources through excessive streaming, downloading, copying or transmitting files for the purpose of entertainment.
8. Authorizing others to use their name, login ID, or password.
9. Attempting to discover another user's login ID or password for any computer system, be it local to WPISD or through a remotely hosted service.
10. Commercial activities, including product advertisement.
11. Political lobbying.
12. Attempting to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district's system.
13. Use of the Internet or other electronic communications to threaten district students, employees, or volunteers.

### **Students 13 or younger.**

For students under the age of 13, the Children's Online Privacy Protection Act (COPPA) requires additional parental permission for educational software tools. Parents wishing to deny access to these educational tools and the Internet must do so in writing to the campus principal indicating their child should be denied access to these tools. Examples of these tools are Discovery Education, Google Apps, wikis, and blogs.

The following policies are to be followed by all WPISD student computer users:

#### 1) Data Storage

All data files must be saved to the user's Home Folder (H: drive) on our network server to be considered secure. These files are backed up daily and will be restored by technical staff in the event of loss due to system failure. Files stored on a workstation only should be considered at risk and will be unrecoverable in the event of system failure.

#### 2) Student Email

The District will provide a student email account through the Wills Point ISD Google Apps for Education. Only 12<sup>th</sup> Grade students will have the ability to email outside the District.

Inappropriate use of email includes but is not limited to the following:

- a) Writing an electronic message masquerading as another user.

- b) Sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyber bullying and "sexting," either on or off school property.
- c) Using e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety.

### 3) User IDs and Passwords

- a) Users shall change account passwords according to all published schedules.
- b) Users may not leave computers unattended while they are logged in to an active account.

### 4) Rights to Intellectual Property

Rights to intellectual property such as written material, photographs and artwork, created through the use of technology provided by Wills Point ISD are not the exclusive concession of the student who created them. The right to use such properties will be shared by both the student and the district.

### 5) Malware Protection

- a) It is the responsibility of each user to be aware of and follow all measures aimed at preventing the introduction or propagation of malware in our computer systems. Personal devices should have up-to-date anti-virus protection.
- b) Users shall not intentionally write, produce, copy, propagate, or attempt to introduce any computer code or command designed to self-replicate, damage, or otherwise hinder the performance of any computer system, software application or network appliance.
- c) All external files must be scanned for viruses prior to use in any district computer system. External files include all files coming to district computers via removable media, email or internet download.

### 6) Personal Technology & BYOD

Student use of personal technology devices are for educational purposes when the teacher deems appropriate. Use of personal technology devices during the school day is a privilege. Students and parents/guardians participating in BYOD agree to the following conditions:

Under no circumstance will Wills Point ISD accept responsibility for loss or damage to personal technology devices used within the district or during participation in school activities. The student takes full responsibility for his or her personal technology device.

The student complies with teachers' request to shut down the computer or close the screen.

If a student does not comply with a teacher's request to power down the device, the device can be confiscated and turned into the office. Parents can pick up the device from the office according to student code of conduct.

The technology must be in silent mode while on school campuses and while riding school buses.

The technology may not be used to cheat on assignments or tests.

Student accesses to technology during class time should generally be limited to files, applications and internet sites which are relevant to the classroom curriculum. Exceptions to this guideline are at the discretion of the classroom teacher only.

The student acknowledges that the school's network filters will be applied to the district's Wi-Fi network and will not attempt to bypass them.

The student understands that bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the RUP policy and will result in disciplinary actions.

The student realizes that processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of the RUP policy and will result in disciplinary actions and possible monetary fines.

The school district has the right to collect and examine any device that is suspected of inappropriate activity, causing problems or was the source of an attack or virus infection.

The student realizes that printing from personal technology devices will not be possible at school.

I understand and will abide by the above policy and guidelines. I further understand that any violation is unethical and may result in the loss of my network and/or laptop privileges as well as other disciplinary action.

#### 7) Software Licenses for WPISD devices

a) Users may not install, change, or remove any software provided by WPISD without permission from the WPISD technology department. Non-approved software will be removed from district computer systems immediately and without prior notification of the user.

b) Users may not illegally copy software provided by WPISD or any other source. The use of illegally copied software is considered a criminal offense and is subject to criminal prosecution.

#### 8) Web Presence

Publishing student work online promotes learning and collaboration and provides an opportunity to share the achievement of students. This work may be posted provided:

a) No objectionable, defamatory, risqué or obscene language, text or images are used.

b) Any picture containing an image of one or more students is presented in such a way as to maximize the anonymity of those students.

The links are to other educational websites, and not to personal sites or sites of personal interest.

## **Consequences**

Violation of WPISD's policies and procedures concerning the acceptable use of technology will result in the same disciplinary actions that would result from similar violations under the Student Code of Conduct. Any or all of the following consequences may be employed:

1. Immediate removal of relevant data, files and/or communications.
2. Loss of computer privileges/Internet access, with length of time to be determined by the administration.
3. Liability for cost to trace, diagnose or repair the cause and results of any violation. This expense will be charged at a rate of \$50.00 per hour plus material and contracted costs.
4. Any campus-based disciplinary consequences, including suspension and the placement in the Wills Point ISD DAEP as deemed appropriate by the administration.
5. Expulsion may be considered in flagrant violations that blatantly corrupt the educational value of computers or the Internet, in instances when students have used WPISD technology to violate the law or instances when students have used WPISD technology to compromise another computer network.
6. Referral to enforcement authorities for prosecution under the law.

*All of the above policies and procedures for acceptable use of computers and networks are intended to make the computers and networks more reliable and consistent for the users who depend upon them daily. They are also intended to minimize the burden of administering the networks, so that more time can be spent enhancing services. If there is any doubt concerning the acceptable use of computers and networks, contact the WPISD Technology Administrator at 903-873-5181. If there are genuine needs that cannot be met by following these rules, please let a WPISD administrator know.*

## **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 Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Services for Children and Adolescents](#)

## **Suicide Awareness and Mental Health Support**

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 or [Texas Suicide Prevention](#) 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.

## **SUMMER SCHOOL**

Summer School will be offered for Credit Recovery opportunities only. A fee of \$50.00 per class per semester will be charged to the student.

See the counselor during the spring semester for additional information.

### **TARDIES**

A student who is tardy to class will be assigned to detention by the teacher. After 3 tardies in a class in nine weeks, the student will be referred to the office. At the start of a new nine weeks, the tardy count will start over.

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

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

### **TRANSFERS**

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

(See **Safety Transfers/Assignments**, on page 15, **Bullying**, on page 26, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, on page 18, for other transfer options.)

### **TRANSPORTATION**

#### ***SCHOOL-SPONSORED TRIPS***

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

#### ***BUSES AND OTHER SCHOOL VEHICLES***

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Brian Stokes 903.873.5100. Ext 8.

(See the ***Student Code of Conduct*** for provisions regarding transportation to the Disciplinary Alternative Education Program (DAEP).)

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

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home.
- 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.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the ***Student Code of Conduct***; bus-riding privileges may be suspended.

## **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/audio equipment may be 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/audio recordings routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*.

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, 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 or designee, who has been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

## **VISITORS TO THE SCHOOL**

### ***GENERAL VISITORS***

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

Visits to individual classrooms during instructional time are permitted only with approval of the 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.

Visitors are not allowed to eat lunch with students except for parents or guardians or special guests as invited or approved by the principal.

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

### ***Unauthorized Persons***

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or

- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also Student Code of Conduct.]

## ***Visitors Participating in Special Programs for Students***

### **Business, Civic, and Youth Groups**

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

### **Career Day**

On High School Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### **Volunteers**

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 Mr. Jeff Russell @WPHS 903-873-5100 Ext. 1 for more information and to complete an application.

### **Voter Registration**

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

### **Water Bottles**

Water will be the only drink allowed in classrooms at the teacher discretion. Water must be in a clear plastic bottle 20 oz. or less (Ex. Dasani Water Bottle) and free of any additives. All bottles must have a secured lid and closed when not in use.

### **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 counselor's office.

On the student's last day, the withdrawal form must be presented to each teacher for textbook clearance; to the librarian to ensure a clear library record; to the clinic for health records; to any extra-curricular sponsor/coach for clearance; to the counselor for the last report card and course clearance. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

## **GLOSSARY**

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

**ACT**, 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.

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

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

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

**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 the Texas Department of Public Safety.

**EOC (end-of-course) assessments** are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

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

**FERPA** refers to the federal Family Educational Rights and Privacy Act, which 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** stands for individualized education program and is the written record 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.

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**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.

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

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**SAT** refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

**STAAR 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 the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

**TAC** stands for the Texas Administrative Code.

**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** stands for the Texas Success Initiative, an 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** stands for 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: 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 <http://pol.tasb.org/Policy/Code/1187?filter=FFI>. Below is the text of Wills Point ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

### ***STUDENT WELFARE: FREEDOM FROM BULLYING***

Policy FFI(LOCAL) adopted on 02/16/2012

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

BULLYING  
PROHIBITED

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

DEFINITION

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

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.