2019-2020

STUDENT HANDBOOK
STUDENT CODE OF CONDUCT
ATHLETIC CODE OF CONDUCT

Wichita Falls Independent School District
Wichita Falls, TX

If you have difficulty accessing the information in this document because of a disability, please contact the district's webmaster, Jessica Wilkins at 235-1004 or jwilkins@wfisd.net.

(also available online at www.wfisd.net)
NOTE: Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

In its efforts to promote nondiscrimination and as required by law, Wichita Falls ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.
August 15, 2019

Dear Parents and Guardians,

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

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

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

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

Sincerely,

Michael S. Kuhrt
Superintendent of Schools
Wichita Falls Independent School District
P.O. Box 97533
1104 Broad St., Wichita Falls, TX 76301
(940)235-1000

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Student Services Coordinator
## Wichita Falls ISD Campus Information

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<th>Phone (940)</th>
<th>Principal/Admin.</th>
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<tbody>
<tr>
<td>Hirschi Int’l Baccalaureate</td>
<td>3106 Borton Ln. 76306</td>
<td>235-1070</td>
<td>Doug Albus</td>
</tr>
<tr>
<td>Rider High</td>
<td>4611 Cypress Ave. 76310</td>
<td>235-1077</td>
<td>Cody Blair</td>
</tr>
<tr>
<td>Wichita Falls High</td>
<td>2149 Avenue H 76309</td>
<td>235-1084</td>
<td>Christy Nash</td>
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<tbody>
<tr>
<td>Barwise Middle School</td>
<td>3807 Kemp Blvd. 76308</td>
<td>235-1108</td>
<td>Peter Braveboy</td>
</tr>
<tr>
<td>Kirby Middle School</td>
<td>1715 N Loop 11  76306</td>
<td>235-1113</td>
<td>Shannon Cunningham</td>
</tr>
<tr>
<td>McNiel Middle School</td>
<td>4712 Barnett Rd. 76310</td>
<td>235-1118</td>
<td>Summer Bynum</td>
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<thead>
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<th>Phone (940)</th>
<th>Principal/Admin.</th>
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<tbody>
<tr>
<td>Brook Village Early CH</td>
<td>2222 Brook Ave. 76301</td>
<td>235-1132</td>
<td>Letitia Willis</td>
</tr>
<tr>
<td>Burgess</td>
<td>3106 Maurine St. 76306</td>
<td>235-1136</td>
<td>Jeff Hill</td>
</tr>
<tr>
<td>Crockett</td>
<td>3015 Ave I 76309</td>
<td>235-1140</td>
<td>Jesse Thomas</td>
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<tr>
<td>Cunningham</td>
<td>4107 Phillips 76308</td>
<td>235-1144</td>
<td>Donna Martin</td>
</tr>
<tr>
<td>Fain</td>
<td>1562 Norman 76302</td>
<td>235-1148</td>
<td>Clarisa Richie</td>
</tr>
<tr>
<td>Farris Early Childhood</td>
<td>710 Old Burk Rd. 76306</td>
<td>235-4302</td>
<td>Letitia Willis</td>
</tr>
<tr>
<td>Fowler</td>
<td>5100 Ridgecrest 76310</td>
<td>235-1152</td>
<td>Alexandra Martin</td>
</tr>
<tr>
<td>Franklin</td>
<td>2112 Speedway 76308</td>
<td>235-1156</td>
<td>Angie Betts</td>
</tr>
<tr>
<td>Haynes</td>
<td>1705 Katherine 76306</td>
<td>235-1160</td>
<td>Lori Apple</td>
</tr>
<tr>
<td>Jefferson</td>
<td>4628 Mistletoe 76310</td>
<td>235-1168</td>
<td>Erica Adkins</td>
</tr>
<tr>
<td>Lamar</td>
<td>2206 Lucas  76301</td>
<td>235-1172</td>
<td>Amanda Garcia</td>
</tr>
<tr>
<td>Milam</td>
<td>2901 Boren 76308</td>
<td>235-1176</td>
<td>Gena Ayers</td>
</tr>
<tr>
<td>Scotland Park</td>
<td>1415 N 5th 76306</td>
<td>235-1180</td>
<td>Laura Scott</td>
</tr>
<tr>
<td>Sheppard</td>
<td>301 Anderson 76311</td>
<td>235-1184</td>
<td>Cindy Waddell</td>
</tr>
<tr>
<td>Southern Hills</td>
<td>3920 Armory Rd. 76302</td>
<td>235-1188</td>
<td>Kacy Hunter</td>
</tr>
<tr>
<td>Washington, Booker T.</td>
<td>1300 Harding 76301</td>
<td>235-1196</td>
<td>Angela Rooney</td>
</tr>
<tr>
<td>West Foundation</td>
<td>5220 Lake Wellington 10</td>
<td>235-1192</td>
<td>Kim Smith</td>
</tr>
<tr>
<td>Zundy</td>
<td>1706 Polk  76309</td>
<td>235-1123</td>
<td>Becky Hernandez</td>
</tr>
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### Head Start Center

<table>
<thead>
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<th>Head Start Center</th>
<th>Street Address w/zip</th>
<th>Phone (940)</th>
<th>Principal/Admin.</th>
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<tbody>
<tr>
<td>Northwest Head Start</td>
<td>2310 5th St. 76301</td>
<td>235-4307</td>
<td>Letitia Willis</td>
</tr>
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### Alternative Campuses

<table>
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<th>Alternative Campuses</th>
<th>Street Address w/zip</th>
<th>Phone (940)</th>
<th>Principal/Admin.</th>
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<tbody>
<tr>
<td>Career Education Center</td>
<td>500 E Hatton Rd. 76302</td>
<td>235-1091</td>
<td>Synthia Kirby</td>
</tr>
<tr>
<td>Denver Alternative Ctr.</td>
<td>3115 5th St. 76301</td>
<td>235-1101</td>
<td>Linda Nichols</td>
</tr>
</tbody>
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Preface

To Students and Parents:

Welcome to the 2019-20 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

Section I: Parental Rights offers information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II: Other Important Information for Students and Parents is organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Wichita Falls ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.wfisd.net and is available in hard copy upon request.

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

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct 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 board policy changes by attending 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.

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 child has questions about any of the material in this handbook, please contact your campus principal.
Online Registration for 2019-2020

All children in the Wichita Falls ISD, whether new or returning, must have a completed and submitted registration in Infosnap. This online registration process can be completed using any mobile device with internet access: smart phones, iPad or similar tablet, or computer. Links to the registration login screens are also on the WFISD homepage.

New Student Registration English and Spanish

Links for returning students are available in English and Spanish, click on the 2019-20 Student Registration link on the WFISD homepage. You will need your student’s snapcode to complete the returning student registration.

More information regarding the items included in the registration and the necessary frequency of completing these notifications is available in the next section.

Note: References to policy codes are included so that parents can refer to board policy. The district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at Policy OnLine

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Jessica Wilkins at (940)235-1004 or jwilkins@wfisd.net.
Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

Note: An evaluation may be legally required under special education rules 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

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of 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 other video or voice recording of your child not otherwise allowed by law.

**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 include his or her immediate supervisor and the student’s parent as recipients on all text messages and send a copy to the employee’s district email 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 student’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include:

- a student’s photograph for publication in the school yearbook;
- a student’s name and grade level for purposes of communicating class and teacher assignment;
- the name, weight, and height of an athlete for publication in a school athletic program;
- a list of student birthdays for generating schoolwide or classroom recognition;
- a student’s name and photograph posted on a district-approved and - managed social media platform; and
- the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period.

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 submitted appropriately with the online registration information or 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 online enrollment forms.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of the shelter.

The district has identified the following as directory information:

- Student name;
- Address;
- Telephone listing;
- Electronic mail address;
- Photograph;
- Date and place of birth;
- Major field of study;
- Degrees, honors, and awards received;
- Dates of attendance;
- Grade level;
- Most recent educational institution attended;
- Participation in officially recognized activities and sports; and
- Weight and height of members of athletic teams.

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

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

**Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)**

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

A student 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.
- Sex 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 parent.
- 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.

A parent can inspect the survey or other instrument and any corresponding 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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her 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 the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her 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) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board’s decision to provide human sexuality instruction.

State law requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as 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.

Per state law, below is a summary of the district’s curriculum regarding human sexuality instruction:

The Hot Topics program is an abstinence based human growth and development curriculum presented in grades 4 through high school. The curriculum varies for each grade level based on age appropriate topics such as character development, goal setting, puberty, and how to recognize unhealthy relationships. In the upper grades, the curriculum includes additional information about dating violence while exploring the issues of fatherhood, motherhood and healthy family formation. **Parental consent is required for the student to participate.**

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of curriculum 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 Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
A specific recitation from the Declaration of Independence for students in grades 3-12. Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that your child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

**Reciting the Pledges to the U.S. and Texas Flags**

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See *Pledges of Allegiance and a Minute of Silence* on page 75 and policy EC(LEGAL).]

**Religious or Moral Beliefs**

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent’s religious or moral beliefs.

The removal may not be used to avoid 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**

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing 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.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services-if the district offers these services.
[See policies EC and EHBC, and contact the 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**

A parent has the 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.

A parent is also entitled to request that the school allow the student to take home instructional material that the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

**Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state or district policy related to his or her child’s participation in required assessments.

**Student Records**

**Accessing Student Records**

A parent may review his or her child’s 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 the child’s classroom.

**Authorized Inspection and Use of Student Records**

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights with respect to student education records.

For purposes of student records, an “eligible” student is one who is age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 8, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- 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; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

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

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 restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that control of the records goes to the student as soon as the student:
- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records 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:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include:
  - Board members and employees, such as the superintendent, administrators, and principals;
  - Teachers, school counselors, diagnosticians, and support staff (including district health or 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 person appointed to serve on a school committee to support the district’s safe and supportive school program;
  - 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, the Texas Education Agency, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.

- To another school, school district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student 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 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 8 for opportunities to prohibit this disclosure.]

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

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

A parent or eligible student who wants 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 reviewed by a parent or eligible student during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits 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 1104 Broad St. Wichita Falls, TX 76301.

The address(es) of the principals’ offices are included in the pages at the beginning of this publication.

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 place a statement 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 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 guidelines. [See Finality of Grades at FNG(LEGAL), Report Cards/Progress Reports and Conferences on page 78, and Complaints and Concerns on page 36.]

The district’s student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal’s or superintendent’s office or on the district’s website at Policy Online.

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.

**Teacher and Staff Professional Qualifications**

A parent may request information regarding the professional qualifications of his or her 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;
- Has an emergency permit or other provisional status for which state requirements have been waived; and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

**Students with Exceptionalities or Special Circumstances**

**Children of Military Families**

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty;
- On leave, or
- Returning from a deployment of at least four months.
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](https://www.texaseducationagency.org).

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

**Multiple Birth Siblings**

State law permits a parent of multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus to request in writing that the children be placed either in the same classroom or in separate classrooms.

Written requests must be submitted by the 14th day after the student’s enrollment. [See policy FDB(LEGAL).]

**Safety Transfers/Assignments**

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See Bullying on page 29, and policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]

- Request the transfer of his or her child to another district campus if the 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. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

**Student Use of a Service/Assistance Animal**

A parent of a student who uses a service/assistance animal because of the student’s disability must submit a written request 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 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 at any point during the year. The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

A student 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 moved outside the district’s or school’s boundaries - is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

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 a diploma from the previous district if the student meets its graduation criteria.

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 examination fees by the Texas Department of Family Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See Credit by Examination for Advancement/Acceleration on page 39, Course Credit on page 39, and A Student in Foster Care on page 86 for more information.]

**A Student Who Is 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;

Awarding partial credit when a student passes only one semester of a two-semester course;

Eligibility requirements for participation in extracurricular activities; and

Graduation requirements.

Federal law allows a student who is homeless 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.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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 Credit by Examination for Advancement/Acceleration on page 39, Course Credit on page 39, and Students who are Homeless on page 19 for more information.]

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

For those students who are having difficulty in the regular classroom, all school districts 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.

Please note that a request for a special education evaluation may be made verbally and does not need to be 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 or charter school 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 your campus principal.

A list of the campuses and administrators is included on the page prior to the table of contents in this document.

**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 your campus principal.

A list of the campuses and administrators is included on the page prior to the table of contents in this document.

[See also Students with Physical or Mental Impairments Protected under Section 504 on page 23.]

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**

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

**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, state law permits the parent or guardian to request that any other student residing in the household be transferred to the same campus, if the grade level for the transferring student is offered on that campus.

The student receiving special education services at a campus would be entitled to transportation; however, the district is not required to provide transportation to the other children in the household.

The parent or guardian should contact the campus principal of the school regarding transportation needs prior to requesting a transfer for 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 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 with 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 whether the student is in need of services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as this is defined in federal law. [See policy FB.]

[See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services on page 20 for more information.]
Section II: Other Important Information for Students and Parents

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

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a 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 age 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 6 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.

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

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

Prekindergarten and Kindergarten

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

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, 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 17 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 this has been authorized by the board under policy FEA(LOCAL), 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 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
- 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 who is 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 reevaluation, 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 Verna Honeycutt. 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 policies FEA(LEGAL) and FED(LEGAL).]

**Attendance for Credit or Final Grade (Kindergarten–Grade 12)**

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the time the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the time the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, who allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

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 the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.

- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.

- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.

- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.

- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.

- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.

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

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

The actual number of times a student must be in attendance 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** *(All Grade Levels)*

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

Official attendance is taken every day at 10:30 a.m., which is during the second or fifth instructional hour as required by state rule.

A student who is 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.

**NOTE:** Any absence time will accumulate beginning at the start of the school day and end at the last bell. These increments of time will be considered for the 90 percent attendance rule for passing a course and the truancy rules.

**Documentation after an Absence** *(All Grade Levels)*

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from a 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 after an Absence for Illness** *(All Grade Levels)*

Within 72 hours of returning to school, a student absent due to personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s 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 (Secondary Grade Levels Only)**

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

**Accountability under State and Federal Law (All Grade Levels)**

Wichita Falls 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 federal law.

This information can be found on the district’s website at www.wfisd.net. Printed 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.

Please contact the principal for information about this opportunity.

**Bullying (All Grade Levels)**

Bullying is defined in state law 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 for 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 state law 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:
• 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;
• 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
• 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, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. 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 completing an online bullying report by clicking on the SAFE2SPEAKUP link on the WFISD homepage www.wfisd.net.

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. [See Safety Transfers/Assignments on page 18.]

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

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

[See Safety Transfers/Assignments on page 18, Dating Violence, Discrimination, Harassment, and Retaliation on page 40, Hazing on page 61, policy FFI, the district’s Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

**Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)**

The district offers career and technical education programs in the following areas: Agriculture, Architecture, AV Technology and Communications, Business, Construction, Education and Training, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law and Public Safety, Manufacturing, Marketing, Engineering and Transportation.

Admission to these programs is based on grade level, age, interest and aptitude.

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 73 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

**Celebrations (All Grade Levels)**

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child’s or grandchild’s classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child’s teacher prior to bringing any food in this circumstance.
Occasionally the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See Food Allergies in page 63]

**Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)**

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed through any campus principal.

**Warning Signs of Sexual Abuse (All Grade Levels)**

As a parent, it is important to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

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 40].

**Warning Signs of Sex Trafficking (All Grade Levels)**

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child’s community, such as friends, romantic
partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted on line or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

**Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)**

Anyone who suspects that a child has been or may be abused, sex trafficked, 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).

A child who has experienced sexual abuse, trafficking, 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 and sex trafficking 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, sex trafficking, 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.]

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).
Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children *(All Grade Levels)*

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children.

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

**Class Rank/ Highest-Ranking Student *(Secondary Grade Levels Only)*

Computation of class rank for purposes of Valedictorian and Top Ten percent is governed by policy EIC(LOCAL) and EIA(REGULATION).

**Class Schedules *(Secondary Grade Levels Only)*

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

[See Schedule Changes on page 80 for information related to student requests to revise their course schedule.]

**College and University Admissions and Financial Aid *(Secondary Grade Levels Only)*

For two school years following graduation, a district student who graduates as valedictorian, 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 2020 terms or spring 2021 term, the University will admit the valedictorian or 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 a student’s registration for his or her first course that is required for high school graduation, 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. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest Ranking Student** on page 34 for information specifically related to how the district calculates a student’s rank in class, and requirements for **Graduation** on page 55 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 19 for information on assistance in transitioning to higher education for students in foster care.]

**College Credit Courses (Secondary Grade Levels Only)**

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Midwestern State University and Vernon College, which may be offered on or off campus;
- 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 school counselor for more information. Depending on the student’s grade level and the course, a state-mandated end-of-course assessment may be required for graduation.
It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student’s desired degree plan.

**Communications—Automated**

**Emergency**

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include 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 on page 78 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, 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 on page 78 for information regarding contact with parents during an emergency situation.]

**Complaints and Concerns**

*(All Grade Levels)*

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district’s policy manual available on the district’s website at WFISD Policy Online. Complaint forms may be obtained from the Student Assignment Office at 1104 Broad St. room 300.

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 Student Assignment Office for a received date stamp which begins the response timeline. If the concern is not resolved, a request for a conference should be sent to the superintendent or his designee. If still unresolved, the district provides for the complaint to be presented to the board of trustees.
Conduct (All Grade Levels)

Applicability of School Rules

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

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. In accordance with the District’s state approved innovation plan, WFISD is exempt from the state law requiring that a single person at each campus be designated to serve as the campus behavior coordinator. All campus administrators are responsible for discipline management. Contact information for each Campus Behavior Coordinator is listed on first page of the Student Code of Conduct included in this publication and on the district’s website. See policy FO(LOCAL).

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during passing period or lunch.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state 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.

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

**Counseling**

**Academic Counseling**

**Elementary and Middle/Junior High School Grade Levels**
The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

**High School Grade Levels**
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 year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.
Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should check with the campus office for procedures for scheduling an appointment. As a parent, if you are concerned about your child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See Substance Abuse Prevention and Intervention on page 86, Suicide Awareness and Mental Health Support on page 86, and Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children on page 32 and Dating Violence on page 40.]

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination—If a Student Has Taken the Course/ Subject (Grades 6-12)

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 this 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 Examination for Advancement/ Acceleration—If a Student Has Not Taken the Course/ Subject

A student will be permitted to take an examination 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 trustee. The dates on which examinations are scheduled during the 2019-20 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 served by 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.]

Kindergarten Acceleration [See policy EHDC(LOCAL)]

Students in Grades 1–5

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

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 (All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district’s policy is available in the superintendent’s office and on the district’s website WFISD Policy Online. [See policy FFH.]
**Dating Violence**

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

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

**Discrimination**

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

**Harassment**

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

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

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

**Sexual Harassment and Gender-Based Harassment**

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.
Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child’s hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Retaliation**

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

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

**Reporting Procedures**

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

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

The district will promptly notify the parent 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 parent 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

(All Grade Levels)

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

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, to earn credit in a course or subject, the student must receive permission from the appropriate district curriculum director 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. [See Extracurricular Activities, Clubs, and Organizations on page 52.]
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 Director of Secondary Curriculum, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

**Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)**

**School Materials**

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

If published, a school newspaper and 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 Office of School Administration before posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The campus principal has designated a specific common area for approved non-school materials to be placed for voluntary viewing or collection by students. The office staff will direct students to the designated area. [See policy FNAA.]

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

[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 policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Office of School Administration for prior review. The Office of School Administration will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.] **No posters will be considered.**

The campus principal has designated a specific common area as the location for approved non-school materials to be placed for voluntary viewing or collection. Campus office staff will direct interested parties to the designated area.

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**

*(All Grade Levels)*

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

- Appropriate undergarments shall be worn and appropriately covered.
- Sunglasses, combs, hats, bandanas and head coverings shall not be worn in the buildings. Head coverings worn for bona fide religious or medical reasons may be allowed. Potential exemptions shall be filed with the principal by the parent and shall be handled on an individual basis.
- When belts are worn, they must be buckled. If there is no buckle, the belt must be tied.
- Shirts and blouses must be buttoned.
- Tattoos are not allowed to be visible during the school day or at extracurricular activities.
- Clothing or accessories with lettering, symbols or decorations that detract from the learning process or illustrate or promote alcoholic beverages, tobacco products, drugs, sex, vulgarity or violence either explicitly or by innuendo will not be allowed.
• T-shirts, hats, tattoos and other articles of clothing bearing words or symbols, color combinations, or any other recognized gang insignia, articles of clothing or uniforms, when recognized by the principal as such will not be allowed.

• Shoes are to be worn at all times. Shoes designed for strings or buckles must be fully laced/fastened. Students shall not wear shoes that the principal determines to be a hazard to the safety of students or others on a campus.

• Students will not attend classes with their hair rolled up nor will they apply makeup in the classroom.

• Hair is to be neat, clean, well groomed, and styled so that vision will not be obstructed. Hair styles and hair color that create a distraction will not be allowed. If beards or mustaches are worn, they must be kept clean and neatly trimmed.

• Students are permitted to wear earrings in their ears only. All other body piercing objects are not allowed.

• All dress and skirt lengths must fall no higher than the top of the knee.

**Elementary Students**

Elementary students may wear shorts but not short-shorts. Jogging shorts with more than a one-inch slit on the sides shall not be worn. Cut-off jeans may be worn, provided they are hemmed and meet the requirements given for regular shorts. Jogging suits, sweat suits, and warm-ups may be worn. Bare midriffs, halter tops, see-through tops, and miniskirts shall not be worn.

**Secondary Students**

Students at secondary campuses may wear shorts provided they are the appropriate mid-thigh length with knee-length preferred. Short-shorts, athletic shorts such as wind shorts, bicycle shorts, bare midriffs, halter tops, tank tops, see-through tops (such as loose woven or fishnet materials), tight fitting warm-ups/jogging suits, sun dresses, miniskirts, and sagging pants shall be prohibited. Loose fitting jogging suits/sweat suits shall be permitted.

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

**Standardized Dress Code for Burgess, Crockett, Franklin, Scotland Park, Southern Hills, Jefferson, Booker T. Washington, Barwise, Kirby and McNiel**

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

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

**Alternative Settings**

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

**Dress for Physical Education Classes**

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

Uniform consists of:

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

**Religious Conflict**

Students whose religious belief conflicts with the dress code should contact the principal for information on an exemption.

**Violations**

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. The principal’s decision will be final.
Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

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

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

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See Searches on page 82 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel. [See Searches on page 82 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.

**Unacceptable and Inappropriate Use of Technology Resources**

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

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

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

**Student Use of District Technology**

District owned technological equipment such as iPads, laptops, iPods and Chromebooks are frequently checked out to specific grade levels or groups of students for use on and off campus. Parents and students will be asked to sign an Equipment Use Agreement during the online enrollment process. This agreement clearly defines responsibility and preventative measures to help keep the equipment safe and secure. A summary of the terms in the agreement are as follows:

- Student and parent/guardian must sign and return the Equipment Agreement and the Student Agreement for Acceptable Use of the District’s Technology Resources (“Use Agreement”) in order to receive the equipment for use outside of the classroom;
Violations of the Equipment Agreement may result in disciplinary action under the Student Code of Conduct, denial of privileges, and/or temporary or permanent suspension from the use of the District’s technology equipment and other resources;

The student and the student’s parent/guardian are financially responsible for the equipment issued to the student and will be required to pay for repairs to the equipment, beyond reasonable wear and tear, or for replacement of the equipment if lost, misplaced, or stolen. The table below lists the estimated cost of repairs that do not fall into reasonable wear and tear category.

<table>
<thead>
<tr>
<th>WFISD Mobile Equipment Repair Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken display screen</td>
</tr>
<tr>
<td>Chromebook touch screen</td>
</tr>
<tr>
<td>Chromebook non-touch screen</td>
</tr>
<tr>
<td>Damaged keyboard</td>
</tr>
<tr>
<td>Chromebook palm rest/keyboard</td>
</tr>
<tr>
<td>Damaged or lost power supply (AC adaptor)</td>
</tr>
<tr>
<td>Chromebook AC adaptor</td>
</tr>
<tr>
<td>Damaged or lost lithium battery</td>
</tr>
<tr>
<td>Damaged or lost protective case</td>
</tr>
<tr>
<td>Reimage of hard drive due to violation of AUP</td>
</tr>
</tbody>
</table>

If WFISD believes that the student issued equipment has been stolen, the District may report the matter to the appropriate law enforcement entity;

Equipment may not be altered or defaced in any way;

Student shall be required to notify the District within 1 business day after equipment is lost or stolen;

Student use of the equipment is temporary and WFISD shall retain ownership of the equipment at all times;

Equipment insurance will be made available at the expense of the parent/guardian;

Despite reasonable precautionary measures, WFISD may not be able to absolutely prevent your student from accessing information using the equipment that some parents/guardians may find objectionable;

The equipment shall not be used to violate federal or state statutes or regulations, local Board policy, administrative rules and regulations, or other District rules, including the Code of Conduct.
End-of-Course (EOC) Assessments

Grades 9-12

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

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

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

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

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

[See Graduation on page 55 and Standardized Testing on page 84.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive 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 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 Spanish, as mentioned at Standardized Testing on page 84, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.
If a student is considered an English 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 (All Grade Levels)**

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity’s coach or sponsor. [See Transportation on page 87.]

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

[See UIL Texas for additional information on all UIL-governed activities.]

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

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course, the student remains eligible for participation in all extracurricular activities.

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a
maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- All students who participate in junior high or high school marching band must have an annual physical exam and medical history on file with the director prior to the first practice. Physical forms must be signed by the proper health care professionals as defined by WFISD policy. Parents should read the physical form carefully as it contains important information.

**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.

Some groups such as athletics have additional guidelines and behavior expectations and consequences for participants. These are published in the Athletic Handbook/Code of Conduct which is included in this document.

**Offices and Elections**

Certain clubs, organizations and performing groups will hold elections for student officers. The group sponsor will be responsible for the integrity of the elections and the oversight of the officers.

**Fees (All Grade Levels)**

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and 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 optional courses offered for credit that require use of facilities not available on district premises.
• Summer school for courses that are offered tuition-free during the regular school year.
• A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
• In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).
• Fees for concurrent college dual credit courses.

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

Fundraising (All Grade Levels)
Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. An application for permission must be made to the principal at least 15 days before the event. Permission must be granted by the principal and applicable policies reviewed prior to committing to any kind of fundraiser. [For further information, see policies FJ and GE.]

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

Gender-Based Harassment
[See Dating Violence, Discrimination, Harassment, and Retaliation on page 40.]
Grade-Level Classification *(Grades 9-12 Only)*

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

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

Grading Guidelines *(All Grade Levels)*

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.

[See Report Cards/Progress Reports and Conferences on page 78 for additional information on grading guidelines.]

Graduation *(Secondary Grade Levels Only)*

Requirements for a Diploma

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 (SBOE).

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 U.S. 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 or on the state-developed assessment used for entrance into Texas public universities 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.

[See Standardized Testing on page 84 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 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. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A Personal Graduation Plan will be completed for each high school student, as described on page 58.

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 transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.
A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

**Credits Required**

The foundation graduation program requires completion of the following credits:

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

Additional considerations apply in some course areas, including:

- **Mathematics.** 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 to a Texas four-year 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. A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. 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 which endorsement he or she wishes to pursue.

• Science, technology, engineering, and mathematics (STEM),
• 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. 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.

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

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

**International Baccalaureate**

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

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 to enroll in courses for the upcoming school year.

Note: 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 school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and 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 student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

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

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

[See policy FMH(LEGAL).]

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. A student who receives special education services may earn an endorsement under the foundation program. If the student’s curriculum requirements for the endorsement were modified, the student’s ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also
determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

**Graduation Activities**

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

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

**Graduation Speakers**

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

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see Student Speakers on page 86.]

**Graduation Expenses**

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. Since most of these expenses are non-refundable, keep in mind that successful completion of all course and testing requirements is nonnegotiable in order to participate in the commencement program and activities. The expenses often are incurred in the junior year or first semester of the senior year. [See Fees on page 53]

**Scholarships and Grants**

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program 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 school counselor for information about other scholarships and grants available to students.

**Harassment**

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 40.]
**Hazing (All Grade Levels)**

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student’s mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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.

[See Bullying on page 29 and policies FFI and FNCC.]

**Health-Related Matters**

**Student Illness (All Grade Levels)**

When your child is ill, please contact the school to let us know he or she 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. For example, if your child has a fever of 100 degrees or over, 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. Students with illnesses involving vomiting must stay home until no further vomiting occurs without medication for 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.
Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

**Bacterial Meningitis (All Grade Levels)**

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

*What is meningitis?*

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

*What are the symptoms?*

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

*How serious is bacterial meningitis?*

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

*How is bacterial meningitis spread?*

Fortunately, none of the bacteria that causes meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

*How can bacterial meningitis be prevented?*

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It’s a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.
There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

**Where can you get more information?**

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention](https://www.cdc.gov), particularly the CDC’s information on bacterial meningitis, and the [Texas Department of State Health Services](https://www.dshs.state.tx.us).

**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 on page 67 for more information.]

**Food Allergies (All Grade Levels)**

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus 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, based on the Texas Department of State Health Services (DSHS) “Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis.” The district’s management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district’s food allergy management plan can be accessed on the district’s website under Departments>Health Services>WFISD Food Allergy Management Plan.

The complete text of the “Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis” is available at [Allergy and Anaphylaxis Management](https://www.wfisd.net).
Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

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

Notice will also be provided to parents of elementary school students in the affected classroom. More information on head lice can be obtained from the DSHS website Managing Head Lice. [See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

Middle School

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

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

Temporary Restriction from Participating in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.
School Health Advisory Council (SHAC)
(All Grade Levels)

During the preceding school year, the district’s School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district’s SHAC is available on the district website at www_wfisd.net. (This webpage was under construction at the time this document was printed. Please contact your campus principal for website location.)

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum,
- 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, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents’ awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services.

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

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

For more information, see “A Student with Physical or Mental Impairments Protected under Section 504” on page 23.

Student Wellness Policy/Wellness Plan (All Grade Levels)

Wichita Falls 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 Julie Henderson at (940)235-1021 ext. 15013 with questions about the content or implementation of the district’s wellness policy and plan.

Other Health-Related Matters
(All Grade Levels)

Physical Fitness Assessment (Grades 3–12)

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

**Vending Machines (All Grade Levels)**

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

**Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)**

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-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, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

**Asbestos Management Plan (All Grade Levels)**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the superintendent’s office. If you have any questions or would like to examine the district’s plan in more detail, please contact Brady Woolsey, the district’s designated asbestos coordinator, at (940)235-1015 ext. 13012.

**Pest Management Plan (All Grade Levels)**

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor 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 U.S. 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 of the time and types of applications prior to pesticide application inside their child’s school assignment area may contact Brady Woolsey, the district’s IPM coordinator, at (940)235-1015 ext. 13012.

**Homework (All Grade Levels)**

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

[See Student Illness under Health-Related Matters on page 61.]

Immunication (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (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: Texas School & Child Care Facility Immunization Requirements.]

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

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

**Students Taken Into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student’s identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

**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 regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

**Leaving Campus (All Grade Levels)**

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

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

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

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

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

**During Lunch**

All WFISD campuses are closed campuses. Any exceptions are handled through the campus administration and may be specific to individual campuses.

**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 (All Grade Levels)**

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

**Makeup Work**

**Makeup Work Because of Absence (All Grade Levels)**

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 27.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.
A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

**DAEP Makeup Work**  
*Grades 9–12*

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

**In-School Suspension (ISS) and Out of School Suspension (OSS) Makeup Work (All Grade Levels)**

**Completion of Course Work**

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

**Completion of Courses**

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

**Medicine at School (All Grade Levels)**

Medication that must be administered to a student during school hours must be provided by the student’s parent. All medication, whether prescription or nonprescription, must be kept in the nurse’s office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

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

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

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

• Nonprescription medication, in the original, unopened, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellant is considered a nonprescription medication.

• Herbal substances, including essential oils, or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

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

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

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

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

**Psychotropic Drugs**

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.
Teachers and other district employees may discuss a student’s academic progress or behavior with the student’s parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

**Nondiscrimination Statement (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, Wichita Falls ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- **Title IX Coordinator**, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Dr. Linda Muehlberger, Coordinator of Student Assignments and Parent Relations. 1104 Broad St. room 300, Wichita Falls, TX 76301, (940)235-1029.

- **ADA/Section 504 Coordinator**, for concerns regarding discrimination on the basis of disability: Diann Davenport, Dyslexia & 504 Coordinator, 1104 Broad St. room 309, Wichita Falls, TX 76301, (940)235-1021 ext. 14025.

- **All other concerns regarding discrimination**: See the superintendent, Michael S. Kuhrt, 1104 Broad St. room 206, Wichita Falls, TX 76301, (940)235-1001.

[See policies FB, FFH, and GKD.]

**Parent and Family Engagement (All Grade Levels)**

**Working Together**

Both experience and research tell us that a child’s education succeeds best when there is good communication and a strong partnership between home and school. Your involvement 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 on page 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 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences on page 78.]

• Becoming a school volunteer. [For further information, see policy GKG and Volunteers on page 90.]

• Participating in campus parent organizations. Parent organizations include:
  Parent-Teacher-Student Organization (PTSO)
  Parent-Teacher Organization (PTO or PTA)
  Booster Clubs

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

• 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) on page 65.]

• 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 (Secondary Grade Levels Only)**

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

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

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.
For more information, see the UIL’s explanation of sudden cardiac arrest.

**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. Spinal screenings will be conducted as follows:

- Girls will be screened 2 times, once at age 10 (or fall semester of grade 5) and again at age 12 (or fall semester of grade 7)
- Boys will be screened once at age 13 or 14 (fall semester of grade 8).

**Other Examinations and Screenings (All Grade Levels)**

Every campus has a full-time nurse professional to conduct health evaluation and screenings, administer medication and provide first aid. Typically, screenings for vision and hearing are conducted on students in their Pre-K, Kindergarten, 1st, 3rd, 5th and 7th grade years.

**Pledges of Allegiance and a Minute of Silence (All Grade Levels)**

Each school day, students will recite the Pledge of Allegiance to the U.S. 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 12.]

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

[See policy EC for more information.]

**Prayer (All Grade Levels)**

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

Elementary and Middle School Grade Levels

For kindergarten students, promotion is based on demonstrated proficiency in the basic skills outlined in the District’s kindergarten skill guide. At this grade level, a parent request for retention would be honored.

In grades 1 - 2, promotion is based on demonstrated proficiency of 70 percent of the evaluated standards in reading and mathematics as outlined in the District’s skill guide. Retention above kindergarten will be based on academics only. The district will not consider retention based only on a parent request.

In grade 3, promotion is based on demonstrated proficiency in reading and mathematics. Demonstrated proficiency shall include a final grade average of at least 70 in both reading and mathematics.

In grades 4 – 5, promotion is based on demonstrated proficiency in the subject matter of the grade level. Demonstrated proficiency shall include a final grade average of 70 in math, reading and language arts (which includes English, spelling, and writing). Also, a combined grade average of 70 for science, social studies, reading, language arts, and mathematics.

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

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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

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

[See Standardized Testing on page 84.]
A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. For the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

A personal graduation plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the 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 principal and policy EIF(LEGAL). For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

[For information related to the development of personal graduation plans for high school students, see Personal Graduation Plans on page 58.]

**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. [See Grade Level Classification on page 55.]
Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 55 and Standardized Testing on page 84 for more information about EOC assessments.]

**Release of Students from School**

[See Leaving Campus on page 69.]

**Report Cards/ Progress Reports and Conferences (All Grade Levels)**

Report cards with each student’s grades or performance and absences in each class or subject are issued once every 6 to 9 weeks. Six weeks for secondary grades and 9 weeks for elementary levels.

At the end of the first three weeks of a six-week grading period or during the fourth week of a nine-week grading period parents will receive a progress report if their child’s performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See Working Together on page 73 for how to schedule a conference.] Some campuses may issue progress reports using possible failure as the minimum criteria.

Teachers follow grading guidelines that have been approved by the campus 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 on page 55.]

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).

Parents will be notified whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

TEC 28.022 requires report cards and unsatisfactory progress reports be signed by the parent and returned to the school. Campuses will communicate the timeline established for the return of the signed document.

**Retaliation**

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

**Safety (All Grade Levels)**

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

- Avoid conduct that is likely to put the student or others at risk.
• Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, 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: Evacuation, Severe Weather, and Other Emergencies**

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

Students in grades 7-12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, view the websites for ‘Homeland Security’s Stop the Bleed’ and ‘Stop the Bleed Texas’.

**Emergency Medical Treatment and Information**

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all 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 opening is delayed 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, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: website posting, news release, ParentLink, Facebook, Twitter.

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

**SAT, ACT, and Other Standardized Tests**

[See Standardized Testing on page 84.]

**Schedule Changes (Middle and High School Grade Levels)**

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

The following procedures must be followed:

1. A student who is withdrawn from a class after the 9th week will receive an F in the course.

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

**School Facilities**

**Use by Students Before and After School (All Grade Levels)**

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

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.
**Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and 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 (All Grade Levels)**

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

**Cafeteria Services (All Grade Levels)**

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student’s participation is confidential. The district may share information such as: a student’s name and eligibility status to help enroll eligible children in Medicaid or the state children’s health insurance program (CHIP) unless the student’s parent notifies the district that a student’s information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the WFISD website at [www wfisd net](http://www.wfisd.net) to apply for free or reduced-price meal services.

Parents are strongly encouraged to continually monitor their child’s meal account balance. When a student’s meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student’s parent on replenishment of the student’s meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

**Library (All Grade Levels)**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use per schedules set by each campus. See staff for your campus schedule.
Meetings of Non-curriculum Related Groups *(Secondary Grade Levels Only)*

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.

**School Sponsored Field Trips** *(All Grade Levels)*

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student’s medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. A parent will need to discuss any medication required or requested during the field trip in advance with the school nurse.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

**Searches**

**District Property** *(All Grade Levels)*

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

**Searches in General** *(All Grade Levels)*

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession including items in their personal belongings or in vehicles parked on district property.
If there is a reasonable suspicion to believe that searching a student’s person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

**Vehicles on Campus (Secondary Grade Levels Only)**

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student’s parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

**Metal Detectors (All Grade Levels)**

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school sponsored activities.

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

**Trained Dogs (All Grade Levels)**

The district will use trained dogs to screen for concealed prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

**Telecommunications and Other Electronic Devices (All Grade Levels)**

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

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

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 48 for more information.]

**Drug Testing (Secondary Grade Levels Only)**

[See Steroids on page 85.]

**Sexual Harassment**

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

**Special Programs (All Grade Levels)**

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

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission’s Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

**Standardized Testing**

*Secondary Grade Levels*

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations 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 transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student’s performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

**TSI (Texas Success Initiative) Assessment**

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

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

*Grades 3–8*

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student’s individualized education plan (IEP). [See Promotion and Retention on page 76 for additional information.]

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**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
- U.S. 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 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student’s ARD committee.

An admission, review, and dismissal (ARD) committee for a student 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).

[See Graduation on page 55 for additional information.]

**Steroids (Secondary Grade Levels Only)**

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.
Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

**Students in Foster Care (All Grade Levels)**

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

Please contact Debbie Gonzalez, who has been designated as the district’s foster care liaison, at (940)235-1026 with any questions.

[See Students in the Conservatorship of the State on page 19 for more information.]

**Students Who are Homeless (All Grade Levels)**

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources with you that may be able to assist families.

For more information on services for students who are homeless, contact the district’s homeless education liaison, Debbie Gonzalez, at (940)235-1026 ext. 16036.

[See Students Who Are Homeless on page 19.]

**Student Speakers (All Grade Levels)**

[See policy FNA(LOCAL) regarding speaking opportunities and Graduation on page 55 for information related to student speakers at graduation ceremonies.]

**Substance Abuse Prevention and Intervention (All Grade Levels)**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

**Suicide Awareness and Mental Health Support (All Grade Levels)**

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

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

**Summer School (All Grade Levels)**

Information will be available in the spring semester.
**Tardies (All Grade Levels)**

A student who is tardy to class may be assigned to detention or given another appropriate consequence.

**Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

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 (All Grade Levels)**

The principal is authorized to transfer a student from one classroom to another. Policy FDB(LOCAL) contains specific guidelines.

[See Safety Transfers/Assignments on page 18, Bullying on page 29, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services on page 20, for other transfer options.]

**Transportation (All Grade Levels)**

**School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the 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. [See School-sponsored Field Trips on page 80 for more information.]

**Buses and Other School Vehicles**

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. 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.
The district has identified certain areas where hazardous traffic conditions exist for students who live within two miles of the campus. These areas are reviewed annually and listed in policy CNA(REGULATION).

Because students in these areas might encounter hazardous traffic conditions when walking to and from school, the district will provide transportation to these students. Please contact Durham School Services at (940) 766-2113 for additional information.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Durham School Services at (940) 766-2113.

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

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

- Follow the driver’s directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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

**Vandalism (All Grade Levels)**

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

**Video Cameras (All Grade Levels)**

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

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

In accordance with state law, 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 may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or the Director of Special Education, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

**Visitors to the School (All Grade Levels)**

**General Visitors**

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

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

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

**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 Career Day, the district or individual campuses invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

**Volunteers (All Grade Levels)**

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

**Voter Registration (Secondary Grade Levels Only)**

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

**Withdrawing from School (All Grade Levels)**

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance.

Withdrawal forms are available from the principal’s or registrar’s office.

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

Please provide the school at least three days’ notice of withdrawal so that records and documents may be prepared.
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.

**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 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

Student Welfare: Freedom from Bullying
Policy FFI(LOCAL) adopted on February 19, 2018

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. 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, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

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

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

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

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

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

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

**Notice to Parents**

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

**District Action**

**Bullying**

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

** Discipline**

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

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

**Corrective Action**

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

**Transfers**

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

**Counseling**

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

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

Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.
EHDE(LOCAL) - ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

Texas Virtual School Network

The Superintendent or designee shall establish procedures for students to enroll in courses provided by the Texas Virtual School Network (TxVSN).

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

Other Distance Learning

The Superintendent or designee shall establish procedures governing the use of other distance learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course.
Assignment Goals

In an effort to foster parent involvement, a student shall be assigned to the school in the attendance zone in which he or she resides.

Definition of Terms

Definition of terms in this policy shall include:

1. "Parent" shall include guardian, conservator, or other person having legal control of a student. For extracurricular activities, refer to the UIL definition of guardianship.
2. "Residence" of a student shall be the same as the residence of the parent having the right to establish such residence. Documented proof of residence shall be required. Approved forms of documentation include a contract lease agreement or a utility bill no older than 60 days (water, gas, or electric only).
3. "Closest to campus" relates to residences outside of the school attendance zone. Distance shall be based on straight-line proximity—front door to front door—from the student residence to a requested campus.
4. "Good standing" includes academics, discipline, and attendance. Information to determine good standing shall be from the collection of data from the most recent semester and the current semester. Academic good standing shall be that the student promoted from the previous grade, and that all grades are 75 or above. Discipline good standing shall be five or fewer referrals for minor infractions, no serious infractions, and no alternative placement at Denver or JJAEP. A student who has been referred to the truancy process or has more than seven unexcused absences is not considered in good standing with attendance.

In the application of "good standing," the District shall follow applicable state and federal law when considering the transfer request of a student with a known disability, including a student who receives special education services.

1. "Intradistrict" involves movement of students from within the District. "Interdistrict" involves students from outside the District.

Prerequisite Assignments

Students at all grade levels may be assigned to a particular school based on the needs of an individual student. When determining placement, unique programs, staff, or equipment that is available at a specific campus shall be the factors considered. These students shall be counted in the operating enrollment capacity of the campus to which they are assigned.

Examples of prerequisite assignments are:
1. A bilingual or ESL student (only to the extent that the student transfer request may be limited to those schools offering bilingual or ESL programs); and
2. A student with a low-incidence disability who would be better served by participation in a centralized program providing services related to the student's disability.
3. Any legally required placements.

All Grade Levels

Classroom Assignments

The school principal shall have the authority to assign or change a student from one classroom to another.

Student Residence Relocation

A current District student, who has a legal change of address during the school year and as a result changes from one attendance zone to another, shall immediately notify the current campus of his or her change of address and provide proof of residency as defined on page 1, for the new address. As long as the rules for items 2, 3, and 4 (below, at Approval of the Voluntary Transfer Request) are met, the following options are available for the current year:

- The student may move immediately to the new attendance zone campus if there is space available;
- The student may be permitted to move to the receiving school at the semester break; or
- The student may be permitted to remain in the original school for the remainder of the school year.

The student shall be assigned to attend the campus in the new attendance zone for the next school year unless a voluntary transfer application has been submitted and approved to remain at the current campus.

Approval of the Voluntary Transfer Request

The Superintendent or designee shall approve all transfer requests based on the following guidelines:

1. Unusual circumstances that create a substantial hardship that warrants attendance at an out-of-zone campus. These hardships could include, but are not limited to, death, illness, or incapacity of an immediate family member;
2. Must not cause an increase in the number of staff, programs, or services provided at the receiving school;
3. Must not cause the school with current staff to be in violation of state law student-to-teacher ratios;
4. Must not violate enrollment capacity (based on operating enrollment) at the receiving school; and
5. Must be in good standing as defined on page 1.
The District shall establish two application periods for making a voluntary transfer request. Each year in November, families who have a substantial hardship shall be eligible to request a campus outside of their attendance zone by completing a voluntary transfer application for the second semester. A second transfer period in January shall be open for parents to apply for a voluntary transfer for the following school year. Applications are available in the Student Assignment office located at 1104 Broad St., Suite 300, Wichita Falls, Texas, 76301, or on the District website during the transfer period. Completed forms shall be returned to the Student Assignment office via fax, e-mail, or in person by the transfer period deadline to be considered. Parents who submitted a transfer request shall receive notice of approval or denial of the requested transfer as soon as reasonably possible.

Students shall honor an approved voluntary transfer for at least one semester and only one transfer shall be granted per school year. Therefore, the only move a student can make after an initial voluntary transfer would be for the second semester, and the student is only eligible to return to his or her home attendance zone campus. If eligibility has been established for UIL competitions prior to returning to the home campus, eligibility shall be determined by UIL rules and could result in a suspension from varsity competitions for one calendar year. [See policy FM(LEGAL) and (LOCAL) for more information.]

**Revocation of Voluntary Transfer**

Approved transfers shall be binding for the entire school year unless:

1. The receiving elementary school exceeds state law student-to-teacher ratios or the receiving secondary school has met FDB(EXHBIT) enrollment caps;
2. The receiving school gives notice by April 1 of the school year that the student is no longer in good standing and shall return to the school in his or her attendance zone the following year; or
3. The District is made aware that false information was provided as part of the decision to approve the transfer.

Note: A person making a false statement in an enrollment document or any other document for the purpose of school enrollment commits a Class C misdemeanor under 37.10 of the Texas Penal Code.

**Transportation**

The District shall not provide transportation for any student voluntarily attending a campus outside his or her attendance zone.

Note: Transportation is provided for the International Baccalaureate Program (IB) Middle Years Program at Kirby Middle School and the IB program at Hirschi High School.
Errors

When a student has been erroneously enrolled in a District school due to an administrative oversight or a mistake, the student shall be entitled to complete the current semester at the wrongly assigned campus. The next semester of enrollment shall be at his or her correct attendance zone campus.

Elementary Schools

Enrollment at elementary schools shall be governed by the maximum enrollment number for each campus. Enrollment at the elementary level shall be limited to students who reside in the attendance zone, those placed in a unique program, legally required placements, or those approved for a voluntary transfer.

A District employee shall be granted the opportunity to enroll his or her child at the closest campus in proximity to the campus to which the employee is assigned with space available at the requested grade level and according to the campus capacity. If all students who meet these criteria are not able to be enrolled, priority shall be based on:

1. The employee's years of service; then
2. By residence farthest from the employee's assigned work campus, with in-District taking precedence over out-of-District.

Prekindergarten Programs

The District offers prekindergarten programs for students who meet eligibility requirements per Education Code 29.153 (a-1). Prekindergarten programs are placed at campuses with space available and are not available at all schools. Eligible students shall be enrolled in the nearest campus to their residence with available space.

Secondary School Assignments

The District's facilities are designed for effective delivery of educational requirements but only to a certain level of enrollment. FDB(EXHIBIT) reflects an operating and maximum enrollment capacity for each campus and entering grade levels. For safety and security and to ensure the most efficient facility usage, once legally required placements are fulfilled, enrollment numbers shall serve as the overriding limit to admitting students and for the approval of voluntary transfers.

Once the operating capacity has been reached at a campus, the student assignment office shall cease assigning students. The additional seats available [see FDB(EXHIBIT)], which shall take the campus to the maximum enrollment capacity, shall be reserved for the following students:

1. Parent is a District employee. If all students who meet this criteria are not able to be enrolled for the requested campus, priority shall first be based on:
   a. The employee's years of service; then
b. By residence farthest from the employee's assigned work campus.
2. New to the District transferred active military dependents (Interstate Compact on Educational Opportunity for Military Children) who move into the school's attendance zone;
3. New to the District nonmilitary students who move into the school's attendance zone; or
4. Foreign exchange students. If this entire group is not able to be enrolled, priority shall be based on the number of host family siblings at the chosen school, then by closest to campus.

Secondary Magnet Program

Each year during the application period, students in grade 5 may apply for admittance to IB Middle Years Program (MYP) at Kirby Middle School and students in grade 8 may apply for admittance to the IB Program at Hirschi High School. Students in any secondary grade levels who missed a prior opportunity to enroll at a magnet campus may submit an application. In order to be approved for a magnet program, students must be in good standing, including grades, discipline, and attendance. Due to the advanced curricular expectations, the prior year's state-mandated assessment scores are also criteria for approval. Transportation is available to all students who are accepted into the MYP or IB programs. Applications are available in the Student Assignment office at the Education Center located at 1104 Broad St., Suite 300, Wichita Falls, Texas, 76301, or on the District website during the transfer period. Completed forms shall be returned to the same office via fax, e-mail, or in person by the enrollment period deadline to be considered. Parents who submitted a transfer request shall receive notice of approval or denial as soon as reasonably possible.

Transportation

Although the District is only legally bound to offer transportation to students who attend a school within their attendance zone and reside two or more miles from the school or must navigate a hazardous area identified in CNA(REGULATION), transportation is also currently available to those students who are granted enrollment to a magnet school outside of their attendance zone. The Board and the Superintendent shall continue to monitor out-of-zone transportation cost, benefit to students, and the feasibility of continuing this additional service on a year-to-year basis.

Limited, Previous Secondary School Attendance Zone Opt-Out Program

In 2015–16, moving away from choice, the District established an attendance zone opt-out program. The opt-out program was set to be eliminated for students choosing their transitional secondary campus for enrollment in the 2018–19 school year. Although no new opt-outs opportunities will occur, the District shall provide priority for transfers of future siblings to any family who has had a child who was granted an opt-out enrollment during the years it was provided.

Although the District recognizes students and parents as individuals with individual needs and desires, the first priority for approving the sibling provision in this policy and provide the family
this same opportunity to attend the same secondary campus is building operating capacity. Families who meet this provision, shall apply for a transfer during the transfer period in January for a voluntary transfer for the following school year. On the application, the family shall need to identify the student as an opt-out sibling. Applications are available in the Student Assignment office located at 1104 Broad St., Suite 300, Wichita Falls, Texas, 76301, or on the District website during the transfer period. Completed forms shall be returned to the Student Assignment office via fax, e-mail, or in person by the transfer period deadline to be considered. Parents who submitted a transfer request shall receive notice of approval or denial of the requested transfer as soon as reasonably possible.

When transfer requests are approved and a student attends a campus outside their attendance zone, the student's eligibility for various UIL competitions shall be determined by UIL rules.

Approved sibling opt-out transfers shall be binding all years at the secondary campus.

Secondary Schools Capacity

Once the voluntary transfer application period closes, an analysis of space available at each school shall be determined by the Student Assignment office. If the operating enrollment has not been met for that school, students with an extenuating circumstance who have returned a completed voluntary transfer application to the Student Assignment office by the deadline shall be considered for enrollment at their chosen campus with space availability as the guiding factor. Parents who submitted a voluntary transfer request shall receive notice of approval or denial as soon as reasonably possible.

If a campus exceeds the school operating capacity with attendance zone student enrollment, the Board must be notified by the Superintendent.

The operating enrollment number may be waived when immediate enrollment requirements are present, such as but not limited to:

- Attendance zone or prerequisite assignments;
- Students new to the District;
- Students of parents who are active military; and/or
- Approved transfer students for the upcoming year.

However, the maximum enrollment number may not be violated. The Superintendent is authorized to make the necessary changes and notify the Board through an agenda item for discussion at the next regular Board meeting.

If immediate enrollment requirements (as outlined above) cannot be met within the maximum enrollment number, the Superintendent must bring a recommendation and place an action item on the agenda for the next Board meeting so that the Board may act to address the immediate issue through:

1. Waiver of maximum enrollment number;
2. Redrawing affected attendance zone boundaries; or
3. Other means at their disposal to alleviate the situation.

If at any time less than 90 percent of the transfer secondary program applications received by the deadline are able to be approved due to enrollment constraints, the Superintendent shall notify the Board through an agenda item for discussion at the next Board meeting.

UIL Eligibility

Students participating in sanctioned UIL activities shall be bound by the UIL Rules of Eligibility as outlined in FM(LEGAL) and (LOCAL). If a discrepancy should occur between UIL policy and District policy, UIL policy shall be the overriding authority for issues regarding all UIL activities.

*Note:* For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE.
If you have difficulty accessing the information in this document because of disability, please contact the WFISD’s webmaster, Jessica Wilkins at (940)235-1004 or jwilkins@wfisd.net.
# Wichita Falls ISD Campus Behavior Coordinators

<table>
<thead>
<tr>
<th>High Schools</th>
<th>Email address</th>
<th>Phone (940)</th>
<th>Principal/AP</th>
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<tr>
<td>Hirschi Int'l Baccalaureate</td>
<td><a href="mailto:dalbus@wfisd.net">dalbus@wfisd.net</a></td>
<td>235-1070 x 30002</td>
<td>Doug Albus</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:gdarden@wfisd.net">gdarden@wfisd.net</a></td>
<td>x 30005</td>
<td>Greg Darden</td>
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<td></td>
<td><a href="mailto:kstutz@wfisd.net">kstutz@wfisd.net</a></td>
<td>x 30004</td>
<td>Kim Jans-Stutz</td>
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<td></td>
<td><a href="mailto:mwarren@wfisd.net">mwarren@wfisd.net</a></td>
<td>x 30006</td>
<td>Mandy Warren</td>
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<td>Rider High</td>
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<td></td>
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<td>Troy Farris</td>
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<td>Amanda Mann</td>
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<td></td>
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<td></td>
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<td>Kory Dorman</td>
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<td><a href="mailto:plmoore@wfisd.net">plmoore@wfisd.net</a></td>
<td>x 32004</td>
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<td>Stephanie Robles</td>
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<tr>
<td>Kirby Middle School</td>
<td><a href="mailto:smacunningham@wfisd.net">smacunningham@wfisd.net</a></td>
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<td>Shannon Cunningham</td>
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<td></td>
<td><a href="mailto:jlankford@wfisd.net">jlankford@wfisd.net</a></td>
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<td><a href="mailto:rcjohnson@wfisd.net">rcjohnson@wfisd.net</a></td>
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<td><a href="mailto:lwillis@wfisd.net">lwillis@wfisd.net</a></td>
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<td>Crockett</td>
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<td><a href="mailto:lbcoyle@wfisd.net">lbcoyle@wfisd.net</a></td>
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<td>Cunningham</td>
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<td>235-1144 x 54002</td>
<td>Donna Martin</td>
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<td><a href="mailto:ralfert@wfisd.net">ralfert@wfisd.net</a></td>
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<td>Paula Tinker</td>
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<td><a href="mailto:ammartin@wfisd.net">ammartin@wfisd.net</a></td>
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<td>Haynes</td>
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<td><a href="mailto:skirby@wfisd.net">skirby@wfisd.net</a></td>
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<td>Russell Bryant</td>
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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Jessica Wilkins, WFISD Webmaster at 940-235-1004 or jwilkins@wfisd.net.

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

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

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

This Student Code of Conduct has been adopted by the Wichita Falls ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

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

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

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

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. In accordance with the District’s state approved innovation plan, WFISD is exempt from the state law requiring that a single administrator be designated as campus behavior coordinator. All campus administrators in WFISD are responsible for discipline management. See policy FO(LOCAL). For terminology clarification throughout this document, ‘principal’, ‘campus administration’, ‘appropriate administrator’, and ‘campus behavior coordinator’ hold the same meaning as it pertains to discipline management. A list of campus administrators including email addresses and phone numbers can be found on the district’s website and the first page of this code.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district’s threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.
Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district’s policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

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

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs a chief of police and police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned.

“Parent” Defined

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

Participating in Graduation Activities

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

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

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

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

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

1. The person poses a substantial risk of harm to any person; or
2. 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 policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district’s grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See DAEP—Restrictions During Placement on page 19, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension on page 13, DAEP Placement on page 15, Placement for Certain Offenses on page 22, and Expulsion on page 25; certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section on page 12.
Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see DAEP—Placement for Certain Offenses on page 22.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see DAEP—Placement for Certain Offenses on page 22.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see DAEP—Placement for Certain Offenses on page 22.)

**Possession of Prohibited Items**

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see DAEP—Placement for Certain Offenses on page 22. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

**Possession of Telecommunications or Other Electronic Devices**

Students shall not:

- Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

TEA prohibits having cell phones on during administration of any state-mandated assessment, and a student’s assessment will be marked invalid if use of a phone is discovered.
Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see DAEP Placement on page 15 and Expulsion on page 25 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana regardless of the amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a
substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

• Violate dress and grooming standards as communicated in the Student Handbook.
• Cheat or copy the work of another.
• Gamble.
• Falsify records, passes, or other school-related documents.
• Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
• Repeatedly violate other communicated campus or classroom standards of conduct.

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

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be based on the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the effect of the misconduct on the school environment, and statutory requirements.
Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

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

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief “time-out” period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations’ extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
• School-assessed and school-administered probation.
• Out-of-school suspension, as specified in Out-of-School Suspension on page 13.
• Placement in a DAEP, as specified in DAEP on page 15.
• Placement in an alternative educational setting, as specified in Placement for Certain Offenses on page 22.
• Expulsion, as specified in Expulsion on page 25.
• Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
• Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

• Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [Per policy FO(LOCAL) The Board prohibits the use of corporal punishment in the District.]
• Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
• Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student’s face.
• Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
• Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
• Employing a device, material, or object that immobilizes all four of a student’s extremities, including prone or supine floor restraint.
• Impairing the student’s breathing, including applying pressure to the student’s torso or neck or placing something in, on, or over the student’s mouth or nose or covering the student’s face.
• Restricting the student’s circulation.
• Securing the student to a stationary object while the student is standing or sitting.
• Inhibiting, reducing, or hindering the student’s ability to communicate.
• Using chemical restraints.
• Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
• Depriving the student of one or more of the student’s senses, unless the technique does not cause the student discomfort or complies with the student’s IEP or behavior intervention plan (BIP).
Notification

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

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal’s office, the campus behavior coordinator’s office, or the central administration office or through Policy On Line at the following address: https://pol.tasb.org/Home/Index/1228

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Removal from the School Bus

Although Durham Transportation is authorized and generally initiates all corrective actions involving incidents occurring on the bus, a bus driver may refer a student to the appropriate campus administrator’s office to maintain effective discipline on the bus. The administrator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student’s bus riding privileges.

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

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

Routine Referral

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

Formal Removal

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

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

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student’s parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

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

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

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

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher’s class without the teacher’s consent.
When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher’s class without the teacher’s consent if the placement review committee determines that the teacher’s class is the best or only alternative available.

**Out-of-School Suspension**

**Misconduct**

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

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

**Process**

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

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student’s suspension, not to exceed three school days.
In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

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

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn’t require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.
Disciplinary Alternative Education Program (DAEP) Placement

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

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

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

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

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

• Engaging in bullying that encourages a student to commit or attempt to commit suicide.
• Inciting violence against a student through group bullying.
• Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student’s consent.
• Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
• Involvement in criminal street gang activity. (See glossary.)
• Any criminal mischief, including a felony.

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

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

**Mandatory Placement: Misconduct That Requires DAEP Placement**

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Engages in conduct punishable as a felony.
  - Commits an assault (see glossary) under Penal Code 22.01(a)(1).
  - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in Expulsion on page 25) (See glossary for “under the influence.”)
  - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in Expulsion on page 25.)
  - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
  - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See glossary.)
  - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in Expulsion on page 25).
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
1. The student receives deferred prosecution (see glossary),
2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

**Sexual Assault and Campus Assignments**

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

**Process**

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

**Conference**

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

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

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

**Consideration of Mitigating Factors**

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct, or
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.
**Placement Order**

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

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

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

**Coursework Notice**

The parent or guardian of a student placed in DAEP shall be given written notice of the student’s opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

**Length of Placement**

The campus behavior coordinator shall determine the duration of a student’s placement in a DAEP.

DAEP placements will be for 90 days with a possibility of early release at 20 days for the first placement of a school year, 30 days for the second placement and 45 for the third. The length of any subsequent assignments within one school year will be determined on a case by case basis. Outside extensions for each minimum requirement are rare but may be made based on the seriousness of the offense.

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

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student’s DAEP placement order.

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

**Exceeds One Year**

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board’s decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.
Exceeds School Year
Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

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

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

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

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

Student or parent appeals regarding a student’s placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal’s office, the campus behavior coordinator’s office, the central administration office, or through Policy On Line at the following address: https://pol.tasb.org/Home/Index/1228.

Appeals shall begin at level one with the campus principal unless otherwise determined by the superintendent or his designee.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement
Wichita Falls ISD prohibits a student placed in a DAEP from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall be provided transportation for the first placement of a school year unless he or she is a student with a disability who is entitled to transportation in accordance with the student’s individualized education program (IEP) or Section 504 plan. It will be the parent’s responsibility to provide transportation directly to the DAEP for subsequent placements.

For seniors who are eligible to graduate and are assigned to a DAEP and the placement in the program continues through and up to graduation, the student shall not be allowed to participate in the graduation ceremony and related graduation activities.
Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student’s placement and schedule a review with the student’s parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

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

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

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

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

Newly Enrolled Students

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

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

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

Emergency Placement Procedure

When an emergency placement is necessary because the student’s behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.
Placement for Certain Offenses

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

Registered Sex Offenders

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

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

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

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

Review Committee

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

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

Newly Enrolled Student

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

Appeal

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

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

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

The district may order placement under these circumstances regardless of:

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

A student placed under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board’s designee at intervals not to exceed 120 days. In the case of a high school student, the student’s progress toward graduation and the student’s graduation plan shall also be reviewed. At the review, the student or the student’s parent shall have the opportunity to present arguments for the student’s return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.
**Mandatory Expulsion: Misconduct That Requires Expulsion**

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

**Under Federal Law**

- Bringing to school or possessing at school, including any setting that is under the district’s control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See glossary.)

**Note:** Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

**Under the Penal Code**

- Unlawfully carrying on or about the student’s person the following, in the manner prohibited by Penal Code 46.02:
  - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See glossary.)
    - **Note:** A student may not be expelled solely on the basis of the student’s use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
  - A location-restricted knife, as defined by state law. (See glossary.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)

- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See glossary.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or children.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled
substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.

- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

**Under Age Ten**

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

**Process**

If a student is believed to have committed an expellable offense, the Office of School Administration shall schedule a hearing within a reasonable time. The student’s parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

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

**Hearing**

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

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

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

The board of trustees delegates to the Executive Director of School Administration authority to conduct hearings and expel students.

**Board Review of Expulsion**

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.
The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board’s designee.

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

**Expulsion Order**

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

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student’s disciplinary history,
4. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct,
5. A student’s status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student’s status as homeless.

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

Not later than the second business day after the hearing, the Office of School Administration shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

**Length of Expulsion**

The length of an expulsion shall be based on the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, and statutory requirements.

The duration of a student’s expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may extend the length of the expulsion on a case-by-case basis.
Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district’s Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the board’s designee fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the board or their designee may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

All JJAEP placements are court ordered and out of WFISD’s jurisdiction.
Glossary

**Abuse** is improper or excessive use.

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

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

**Armor-piercing ammunition** is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

**Arson** is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
   a) Any vegetation, fence, or structure on open-space land; or
   b) Any building, habitation, or vehicle:
      1) Knowing that it is within the limits of an incorporated city or town,
      2) Knowing that it is insured against damage or destruction,
      3) Knowing that it is subject to a mortgage or other security interest,
      4) Knowing that it is located on property belonging to another,
      5) Knowing that it has located within it property belonging to another, or
      6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or

3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
   a) Recklessly damages or destroys a building belonging to another, or
   b) Recklessly causes another person to suffer bodily injury or death.

**Assault** is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

**Breach of computer security** includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or
deletes school district property or information; or commits a breach of any other computer,
computer network, or computer system.

**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:

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

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

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.

**Chemical dispensing device** is defined by Penal Code 46.01 as a device designed, made, or
adapted for the purpose of dispensing a substance capable of causing an adverse psychological
or physiological effect on a human being. A small chemical dispenser sold commercially for
personal protection is not in this category.

**Club** is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for
the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and
tomahawk are in the same category.

**Controlled substance** means a substance, including a drug, an adulterant, and a dilutant, listed
in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled
Substances Act. The term includes the aggregate weight of any mixture, solution, or other
substance containing a controlled substance. The term does not include hemp, as defined by
Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

**Criminal street gang** is defined by Penal Code 71.01 as three or more persons having a common
identifying sign or symbol or an identifiable leadership who continuously or regularly associate
in the commission of criminal activities.

**Cyberbullying** is 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.

**Dangerous drug** is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

**Dating violence** occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

**Deadly conduct** under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habituation, building, or vehicle.

**Deferred adjudication** is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

**Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

**Delinquent conduct** is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

**Discretionary** means that something is left to or regulated by a local decision maker.

**E-cigarette** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

**Explosive weapon** is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

**False alarm or report** under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

**Firearm** is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

**Firearm silencer** is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

**Graffiti** includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

**Handgun** is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

**Harassment** includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student’s physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
   a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
   b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person’s family or household, or the person’s property;
   c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
   d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

**Hazing** is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or
maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student’s mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person’s anus or any part of the person’s genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person’s intimate parts exposed or engaged in sexual conduct. “Visual material” means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.
**Possession** means to have an item on one’s person or in one’s personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

**Prohibited weapon** under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
   a) An explosive weapon;
   b) A machine gun;
   c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

**Public Lewdness** is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

**Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

**Reasonable belief** is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student’s arrest under Article 15.27 of the Code of Criminal Procedure.

**Self-defense** is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

**Serious misbehavior means:**

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
   a) Public lewdness under Penal Code 21.07;
   b) Indecent exposure under Penal Code 21.08;
   c) Criminal mischief under Penal Code 28.03;
   d) Hazing under Education Code 37.152; or
   e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

**Serious or persistent misbehavior** includes, but is not limited to:
- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

**Short-barrel firearm** is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

**Terroristic threat** is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:
1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

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

**Title 5 felonies** are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:
- Murder, manslaughter, or homicide under Sections 19.02, – .05;
• Kidnapping under Section 20.03;
• Trafficking of persons under Section 20A.02;
• Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
• Assault under Section 22.01;
• Aggravated assault under Section 22.02;
• Sexual assault under Section 22.011;
• Aggravated sexual assault under Section 22.021;
• Unlawful restraint under Section 20.02;
• Continuous sexual abuse of a young child or children under Section 21.02;
• Bestiality under Section 21.09;
• Improper relationship between educator and student under Section 21.12;
• Voyeurism under Section 21.17;
• Indecency with a child under Section 21.11;
• Invasive visual recording under Section 21.15;
• Disclosure or promotion of intimate visual material under Section 21.16;
• Sexual coercion under Section 21.18;
• Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
• Abandoning or endangering a child under Section 22.041;
• Deadly conduct under Section 22.05;
• Terroristic threat under Section 22.07;
• Aiding a person to commit suicide under Section 22.08; and
• Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one’s body, by any means, a prohibited substance.

**Zip gun** is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.
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If you have difficulty accessing the information in this document because of disability, please contact the WFISD’s webmaster, Jessica Wilkins at (940)235-1004 or jwilkins@wfisd.net.
WICHITA FALLS INDEPENDENT SCHOOL DISTRICT
STUDENT ATHLETIC HANDBOOK

ATHLETIC DEPARTMENT
WICHITA FALLS EDUCATION CENTER
1104 BROAD
WICHITA FALLS, TX 76301

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Rosemary Rivera

Athletic Department Clerk
Val Runeberg
Dear Parents and Student-Athletes,

The purpose of this handbook is to serve as a guide to the rules, policies, and recommendations that WFISD has established to ensure a safe and enjoyable experience while participating in athletics. The University Interscholastic League is the governing body for Texas High School sports and WFISD will enforce the rules of the U.I.L. at all times. If you have questions concerning U.I.L. rules or WFISD policy, you can contact the head coach of your sport, the Campus Athletic Coordinator, or the Athletic Director any time.

High school athletics is a rewarding experience that will provide a unique opportunity to learn the importance of dedication, teamwork, sacrifice, and dealing with adversity. WFISD wants our athletic programs compliment the overall educational process in the lives of young people throughout our community. The mission of the WFISD Athletic department states:

*The mission of the WFISD Athletic Department is to prepare student-athletes for life by developing their mental, physical, and emotional health through athletic practice and competition.*

WFISD athletic department will strive to make a positive impact on the life of every student-athlete. However, parents and student athletes must be mindful that not all athletes will have equal playing time or even make every team they try-out for. Our coaches will make difficult decisions regarding their teams and players every day. While you may not always agree with those decisions, it is our expectation that you will respect those decisions. If you have questions or concerns, please approach our coaches in the appropriate manner. The Athletic Department has established our [Parent Coach Communication Guide](#) to help parents and coaches communicate effectively when problems arise.

Thank you for taking time to read our Athletic Handbook and our staff looks forward to working with you and the student-athletes of WFISD.

Scot Haflrey  
Director of Athletics  
Wichita Falls Independent School District
EXTRACURRICULAR ACTIVITIES: GENERAL PROVISIONS

What is an extracurricular activity?
Any University Interscholastic League (UIL), School District, or campus-sponsored public performances, event, contest, demonstration, display, club activity, and all athletics, whether on or off-campus;
Any elected offices and honors (such as student council and homecoming queen);
All co-curricular activities, which are those held in conjunction with a credit-bearing class, but that may take place outside of school and outside of the school day (such as band and choir);
All national organizations (such as National Honor Society or Future Farmers of America); and
Any activity held in conjunction with another activity that is considered to be an extracurricular activity (such as a meeting, practice, or fundraiser).

JURISDICTION

Who is subject to the Athletic Code of Conduct?
Any student who participates in one or more athletic activities is subject to the Athletic Code of Conduct (ACC). A student is subject to the ACC from the time he/she is selected for, elected to, or otherwise joins an athletic activity in the 7th grade and continues to be subject to the ACC from that point forward unless or until the student no longer participates in athletic activities.

Why are athletic activities important?
They promote self-discipline, responsibility, leadership, teamwork, self-confidence, commitment, and student wellness.
They enhance and enrich curricular educational offerings.
They offer participants the opportunity to be leaders and role models on campus and in the community.
They enable participants to represent the School District in a positive manner.

When does the Athletic Code of Conduct apply?
The privilege of representing the School District carries with it a greater responsibility to conduct oneself with respect and dignity, and to serve as a role model for all students. Consequently, athletic participants are expected to comply with the ACC at all times, regardless of location. This includes both on and off-campus conduct as well as evenings, weekends, holidays, and summer vacation.

Is a student entitled to participate in athletic activities?
Participation in athletic activities is a privilege, not a right. As such, a student’s participation may be revoked at the District’s discretion.
NOTE: Students placed in DAEP are ineligible to participate in or attend extracurricular activities pursuant to Texas Education Code 37.006 (g).
How will parents be notified that a violation of the ACC has occurred?
Parents will be notified of all violations that result in suspension from participation in athletic activities. Within 3 school days after the sponsor or coach becomes aware a violation has occurred, the student and student’s parents will be notified. Applicable consequences will also be discussed once the student has been given the opportunity to respond to the allegations.

What if a parent does not agree with the decision?
Initial appeals will be made to the Director of Athletics. Parents will be given the opportunity to meet with the Campus Principal or their designee, the Campus Athletic Coordinator, and the Director of Athletics. Further appeals will follow policies contained in FNG(local).

NOTE: The standards of the ACC are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in a student being disciplined under both standards.

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

CONDUCT EXPECTATIONS

What is expected of athletic participants?
Participants in athletic activities are representatives of the WFISD, and must conduct themselves in a manner that reflects positively on the School District at all times. Specifically, they must:

- Maintain an average of 70% or better in all academic courses, except as provided in district policy FM (LEGAL);
- Be punctual and prepared for all games, practices, meetings, camps, and/or other scheduled events related to athletics;
- Treat all school property with respect and ensure that school property is returned upon request and in good condition (excluding reasonable wear and tear);
- Abide by the District’s dress and grooming standards as well as any dress and grooming standards applicable to athletics;
- Comply with UIL rules, including those related to random steroid testing, if applicable;
- Be courteous and respectful toward all fellow participants, school faculty and staff members, spectators, parents, and officials, whether from WFISD or from any other school district;
- Provide 48 hours advance written notice to the coach or sponsor of an activity if unable to attend a game, practice, meeting, and/or other scheduled event related to athletics (coaches will work with emergencies);
- Comply with all rules and guidelines in the ACC;
• Comply with and adhere to the behavioral standards identified in the District’s Student Code of Conduct;
• Refrain from the use of tobacco, e-cigarettes, alcohol and drugs.

GUIDELINES AND INFORMATION

The following guidelines do not cover all situations that might arise but are intended to help parents and students better understand the basic expectations of the various athletic programs offered by the WFISD. Some of the guidelines are very general, thereby giving the individual campus some flexibility, and others are very specific. Questions concerning athletic guidelines or policies should be directed to the Head Coach, the Campus Athletic Coordinator, or the Athletic Director. The WFISD ACC sets a minimum standard of expectations for all athletes. Coaches are encouraged to set their own standards of their athletes that reflect the vision for their program. These rules and expectations must be shared with players and parents prior to the season.

CODE OF CONDUCT FOR STUDENT ATHLETES

Participation in athletic activities is a privilege, not a right. Therefore, not only do student athletes comply with the behavior guidelines set forth in the WFISD Student Code of Conduct they must also comply with the Athletic Code of Conduct and any additional policies initiated by the Head Coach of a specific sport. Since student athletes are under close scrutiny and quite often are the basis of opinions that are formed of individual schools and our entire district, they must strive to conduct themselves, both on and off the field, in a manner that will reflect poise and dignity. The ACC will be enforced 365 days a year.

A firm and fair policy of enforcement is necessary to uphold the integrity of the athletic programs of the WFISD. The patrons, school administrators, and coaching staff feel strongly that high standards of sportsmanship are essential in maintaining a competitive program.

Student athletes have an obligation to reflect an image that illustrates positive leadership, character, responsibility, and great competitive spirit. All participants shall conduct themselves in a manner that will earn them the honor and respect that participation in interscholastic athletics affords. Any conduct that results in dishonor to the participant, the team, or the school will not be tolerated. Acts of unacceptable conduct such as, but not limited to, misbehavior in class, theft, vandalism, disrespect, insubordination, and immorality tarnish the reputation of everyone associated with the athletic program.

Student athletes who violate the WFISD Student Code of Conduct are subject to its procedures and penalties, and are additionally subject to the procedures and penalties of the Athletic Code of Conduct. Student athletes may be disciplined under both Codes and thus may receive more stringent discipline than other students as a student athlete is held
to a higher standard of accountability.

All athletic programs offered by the WFISD are governed by the rules and regulations of the University Interscholastic League as detailed in the *Constitution and Contest Rules*. When necessary, local policy as established by our Board of Trustees is used to complement UIL rules.

Whenever a student chooses to become a member of an athletic team he/she makes a commitment to the team and to the coaching staff. Student athletes must realize that not everyone can be a starter, but on the other hand every member of the team is vitally important. In many games and certainly throughout the course of the season, the success of a team often depends on how well non-starters are able to step in and perform. Student athletes must be willing to put team goals ahead of personal goals.

Student athletes are obligated to abide by the rules that govern his/her particular sport as well as the individual team rules that might apply. Whenever an athlete chooses to violate rules or behave in a manner that is unbecoming to an athlete, he/she is subject to disciplinary actions. Depending on the severity of the violation or if a pattern of misbehavior has been established, the coach has the authority to dismiss an athlete from the team. If an athlete quits or is dismissed for disciplinary reasons, he/she cannot participate in another sport until the season for the first sport is completed. Under special circumstances and with the approval of both head coaches involved, a waiver may be obtained.

The following is a list of rules and consequences that will be adhered to by all campuses:

1. Stealing or destruction of other’s property will not be tolerated. On the first offense, any athlete who violates this rule will be required to sit out one contest (event) and return or replace the property stolen or damaged. If the act is of a criminal nature, see the Criminal Code of Conduct in this handbook.
2. If an athlete is ejected from competition twice in one season, he/she will sit out 1 week (seven calendar days).
3. Hazing of student athletes will not be tolerated. Hazing is defined as “any knowing, intentional, or reckless act, occurring on or off campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.” Parents and students are cautioned that a student engaged in hazing is subject to placement in the District’s Alternative Education Program (AEP) and possible criminal penalties. Student athletes assigned to an AEP are not eligible to attend any school functions, practice or competition during the period of assignment.
4. Engaging in bullying, harassment, and making hit lists will not be tolerated. *Bullying* is defined as “a written or oral expression or physical conduct that (1) has the effect of physically harming a student, damaging a student’s property; or
(2) is sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student”. Harassment is defined as “conduct that threatens to cause bodily injury to another student, is sexually intimidating, causes damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student’s physical or emotional health or safety”. Hit list is defined as “a list of people targeted to be harmed using a firearm, knife or any object to be used with the intent to cause bodily harm.

WFISD campuses use In-School Suspension (ISS) and/or Off-Campus Suspension (OCS) as a disciplinary measure. Student athletes assigned to either ISS or OCS shall not be eligible to practice or participate in any athletic competition during the period of his/her assignment.

The term participation refers to the active involvement in competition, recognition, and production and does not refer to practice time.

**LOCKER ROOM BEHAVIOR**
The locker room and adjoining facilities (training room and showers) must be an area free from horseplay and roughhousing. All too often, incidents that begin as good-natured fun wind up with someone being injured since most locker rooms have lockers and benches in a very limited space. Hazing in any form is prohibited. Equipment should be placed neatly in the locker when not in use and practice uniforms should be washed regularly. Athletes should not accumulate multiple changes of their school clothes in their lockers. Personal hygiene is very important and student athletes are encouraged to shower after practice.

**CARE OF EQUIPMENT**
Athletes are expected to take care of the equipment issued to them. Students should refrain from throwing equipment or abusing it in any manner. After practices and games, student should properly store equipment issued to them in their locker. Students will be expected to pay for school equipment that is damaged intentionally or lost.

**WORKOUTS/PRACTICE**
Athletic workouts are essential if a team is to be successful. An athlete who misses numerous practices cannot expect to achieve his/her full potential and will probably experience reduced playing time. There are times when absences are unavoidable. Athletes should be aware that they may have to practice during school holidays and that as a member of the team, they have an obligation to be at practice. Questions concerning conflicts should be discussed with the coach in advance. Workouts will be scheduled to begin and end at a specific time. Student athletes should be on time and ready to begin at the specified time. Athletes who do not drive should make arrangements in advance for their rides to pick them up after practice. Head Coaches are required to provide athletes and parents with a practice schedule and the methods they will use to alert athletes and
parents to changes in the schedule. Parents and athletes are expected to communicate any absence in advance of the scheduled practice.

**Tobacco, E-cigarettes, alcohol, and Drug Related Offenses**

The following rules and consequences apply to all WFISD athletes during their involvement as a member of an extracurricular activity.

- No consumption, possession, purchasing, distributing of alcoholic beverages
- No use, possession, purchasing, distribution of illegal drugs
- No misuse of prescription drugs
- No use of tobacco products
- No use of e-cigarettes (vaping)

The student involved in athletics who violates the above stated rules shall be subject to the following:

**All offenses:**
1. The student must report the offense to the head coach/sponsor within 3 days of the incident. Failure to do so will result in an additional 5 days’ suspension from activities.
2. The Head Coach, participant, and participant’s parents must meet in person to discuss the violation and address the consequences.
3. All participants who violate the ACC policy will be placed on a behavior contract and subsequently can be removed from athletics for any further infractions.

**First offense:**
- The student will be suspended from participation in all athletic events, for a minimum of 10 school calendar days. (2 full weeks) Participants may not travel with the team or group during their suspension.
- If a student athlete self-reports their first violation they will have the option of being suspended for only 5 school calendar days or until they run 10 miles (40 laps on a track).

**Second offense:**
- The student will be suspended from participation in all athletic events for a minimum of 20 school calendar days (4 full weeks).

**Third offense:**
- The student will be suspended from participation in all athletic events for a minimum of one calendar year. Removal from the athletics roll sheet will be at the head coach’s discretion.

**Notes:**
- Any violation committed outside the season must be reported to the head coach and suspension will begin on the first day of UIL practice.
- A student athlete who quits while being suspended will be subject to that suspension prior to playing another sport.
- Suspensions begin on the first school calendar day that an incident is reported and confirmed by the head coach.
• Weekends and holidays are not exempt during a suspension
• Parents and athletes may appeal to the Director of Athletics

Capital or Felony Offenses

Any athletic participant arrested for capital or felony offenses will be immediately suspended from participation until the charges are dropped, dismissed, or he/she is found not guilty. WFISD policy will govern these type of offenses.

Social Media

Athletic participants must adhere to WFISD’s social media policy. In the event that a participant is accused and evidence is produced of a possible violation of the WFISD Social Media Policy the student will be suspended from practice and competition until the campus administration has conducted an investigation to determine if any policies have been violated.

Head Coaches and Sponsors are authorized and encouraged to institute and enforce standards that they believe reflect the values of successful programs as long as those standards are in writing and presented to all participants and their parents.

Removal from Athletics

At times it is necessary to remove a participant from an athletic program. When a coach determines it is in the best interest of the program to remove a participant, the following will be taken:

1. A prior discussion and documentation describing the issues taking place will be conducted.
2. A phone call or meeting with parents/guardians describing the issues that are taking place.
3. A behavior contract will be incorporated which provides participants with written instructions on how to correct the issues and continue representing WFISD.
4. If a participant fails to meet the criteria established in the behavior contract, a meeting with all parties shall be held to recommend and execute the removal from athletics.
5. In extreme cases coaches and sponsors have the right to remove participants without a behavior contract but not until a meeting with the parents and campus administration has taken place.
General Guidelines and Expectations

OUT OF TOWN TRAVEL
Competitive athletics requires a certain amount of travel outside Wichita Falls. Each coach will have specific rules concerning travel, but the following guidelines should serve as a starting point:
1. Parent should be notified of the time of departure and expected return time.
2. Students who do not drive should make arrangements in advance for their rides to meet them upon the return to school.
3. Students who wish to return with their parents after a contest may do so provided the parents communicate with the coaches and complete the WFISD release form.

STUDENT INSURANCE
The Wichita Falls Independent School District is not responsible for any medical bills/claims.
Optional voluntary student accident insurance is offered through Student Insurance Plan. Information regarding plan cost and coverage can be found on the District website under Risk Management or by calling (940)235-1008.

ATHLETIC AWARDS

HIGH SCHOOL
According to Chapter 1; Subchapter 0, Section 480 (a) of the UIL Constitution and Contest Rules, students may earn ONE major award during their high school enrollment at the same school for participation in UIL competition(s). Price limitations for all awards are established by the UIL and can be found in Section 480(a)(1).

JUNIOR HIGH SCHOOL
According to Chapter 2; Subchapter D, Section 1400 (e) of the UIL Constitution and Contest Rules, junior high school students may not receive awards for participation in interschool competition in excess of $10 per year (total for all UIL school activities). Junior high school athletes are expected to maintain the same high standards as high school athletes.

STUDENT ELIGIBILITY REQUIREMENTS

MEDICAL HISTORY/PHYSICALS
All student who participate in junior high or high school athletics must have an annual physical exam and medical history on file with the coach prior to the first practice whether it is in-season or off-season. Physical forms must be signed by the proper health care professionals as defined by WFISD policy. WFISD Board Policy FFAA(LOCAL)
requires physical examinations for all athletes must be administered by a physician licensed to practice in the state of Texas, a physician assistant licensed by the Texas State Board of Physician Assistant Examiners, or a Registered Nurse recognized as an Advanced Practice Nurse by the Board of Nurse Examiners (Nurse Practitioner), or a Doctor of Chiropractic. Physical forms are available online or from the coach’s office and the Athletic Director’s office. Parents should read the physical form carefully as it contains important information.

HIGH SCHOOL ELIGIBILITY REQUIREMENTS (UIL)
Note: The following information concerning eligibility is summarized from the appropriate sections of the Constitution and Contest Rules. For detailed information, coaches should consult with the C&CR, the Campus Coordinator, the principal, or the Athletic Director.

Section 400: STUDENT’S ELIGIBILITY FOR ALL UIL CONTESTS
Subject to the other sections of this subchapter, an individual is eligible to participate in a League varsity contest as a representative of a participant school if that individual:
   (a) is not a high school graduate (see Section 402);
   (b) is a full-time, day student in the participant high school the student represents (see Section 403, academic exception, Section 906 and Official Interpretations #2-5, Appendix I);
   (c) has been in regular attendance at the participant school since the sixth class day of the present school year or has been in enrolled and in regular attendance for 15 or more calendar days before the contest or competition (student becomes eligible on the fifteenth day) (see Section 404 and Official Interpretation #6, Appendix I);
   (d) is in compliance with rules of the State Board of Education; (see Section 401) and state law regarding credit requirements and grades (the school shall verify a student’s grades on the basis of the official grade report and independently of involvement by the student);
   (e) has the required number of credits for eligibility during the first six weeks of school (see Section 409);
   (f) is enrolled in a four-year program of high school courses (see Section 405);
   (g) initially enrolled in the ninth grade not more than four years ago nor in the tenth grade not more than three years ago (see Section 405 and Official Interpretation #7, Appendix I);
   (h) was not recruited (see Section 5 and section 406);
   (i) is not in violation of the Awards Rules (see Sections 480 through 482); and
   (j) meets the specific eligibility requirements for UIL academic competition in Section 420, for music competition in Section 430, and/or for athletic competition in Section 440.
ELIGIBILITY – ATHLETICS

Subject to the related sections of the Constitution and Contest Rules, an individual is eligible to participate in a League varsity contest if that individual:

(a) meets all the requirements of Section 400;
(b) is a resident of the member school district (see Section 442), and a resident of the attendance zone in which the participant school being attended is situated,
   (1) Or has been continuously enrolled in and regularly attending the school for at least the previous calendar year if his or her parents do not reside within the school district’s attendance zone; see (5) (B) below for exception. Note: A student who has changed schools for athletic purposes may be declared ineligible for more than one calendar year. See Section 443 (f) (3).
   (2) Or the student is attending a school outside the attendance zone where the parents reside because the school board or other appropriate authority changed district or attendance zone lines.
   (3) Or is a transfer student from a public 8-grade ISD not containing a high school, who transferred at the first opportunity:
      (A) to select a high school with geographical boundaries contiguous to his or her K-8 school; or
      (B) to a high school for which the K-8 school attended receives state transportation funds; or
      (C) to the high school located nearest the student’s residence.
   (4) Intra-District Transfers. A student who has an option to attend more than one high school within a school district, rather than being assigned to a school according to attendance zones, is eligible at the school first selected if he/she transfers at the first opportunity. If a student subsequently transfers to another school, the student is not eligible for varsity athletic competition until he/she has been in and regularly attended that school for at least the previous calendar year.
(5) Foreign Exchange Students.
   (A) Foreign exchange students are ineligible for varsity athletic contests the first year they attend a participant school unless they are granted a waiver of the parent residence rule as outlined in Sections 465 and 468.
   (B) Foreign exchange students who receive a foreign exchange waiver and participate in UIL varsity athletic contests during their first year in the host school may not participate in those same contests if they return for a second year to the host school. The student may, however, participate in any other UIL varsity sport.
(c) is less than 19 years old on September 1 preceding the contest, or has been granted eligibility based on a disability which delayed his or her education by at least one year (see Section 446);
(d) did not change schools for athletic purposes (see Sections 5 and 443);
(e) is an amateur (see Section 441 and Official Interpretation #11, Appendix I); and
(f) was eligible according to Section 400 (c) (fifteen calendar day rule) and Section 440 (b) (residence rule) at the participant school the student wishes to represent prior
to the deadline for district certification (non-compliance results in ineligibility only in post-district competition in that sport).

**RESIDENCE REQUIREMENTS (HIGH SCHOOL)**

**PRESUMPTION OF STUDENT’S RESIDENCE**

1. Parents, Spouse - The residence of a single, divorced, or widowed student is presumed to be that of the parents of the student. The residence of a married student is presumed to be that of his/her spouse.

2. Guardian of Person - If a student’s parent is alive but a guardian of his/her person was appointed by appropriate authority more than one year ago, the residence of the student is presumed to be that of the guardian.

3. Guardian - If a student’s parents are dead and a guardian of his/her person has been appointed by appropriate authority, the residence of the student is presumed to be that of the guardian.

4. Relative, Supporter - If a student’s parents are dead and a guardianship of his/her has not been appointed, the residence of the student is presumed to be that of the grandparent, aunt, uncle, adult brother or sister, or other person with whom the student is living and by whom the student is supported.

5. Custodial - The residence of a student assigned by appropriate authority to a foster home or a home licensed by the state as a child care boarding facility, or placed in a home by the Texas Youth Commission, is presumed to be at the home.

6. Divorced Parents - The residence of a student whose parents are divorced is presumed to be that of either parent.

7. Separated Parents - (1) If a student’s parents separate (and are not divorced), and if one parent remains in the attendance zone where the student has been attending school, the student’s residence is presumed to be that of the parent who did not move. (2) If a student transfers to a new school with a separated (but not divorced) parent, the student is ineligible for one calendar year, but may apply for a waiver.

**CRITERIA OF RESIDENCE**

For UIL purposes, the residence of an athlete shall be the domicile which is a fixed, permanent, and principal home for legal purposes. The residence is not bona fide under UIL rules unless it complies with all of the following criteria.

Does the student’s parent guardian, or other person whose residence determines the student’s residence own a house or condominium or rent a house, apartment, or other living quarters in the school district and attendance zone? Parents must provide documentation to verify the purchase, lease, or rental of a home located in the new attendance zone. A lease agreement or rental agreement should be for a reasonable duration.
Do the student and the parent or guardian have their furniture and personal effects in the district and attendance zone? There should be no personal effects or furniture belonging to the family in the previous residence.

Do the student and the parent or guardian receive their mail (other than office mail) in the district and attendance zone? The family should have submitted a change of mailing address to the Post Office.

Is the parent or guardian registered to vote in the district and attendance zone? If either of the parents was registered to vote at the previous address, they should have applied for a new voter registration card at the new address.

Does the parent or guardian regularly live in the district and attendance zone, and intend to live there indefinitely? The new residence should accommodate the entire family. The former house should be on the market at a reasonable price, sold, or the lease or rental agreement terminated. All utilities and telephone service should be disconnected or no longer in the family’s name. All licensed drivers in the household should have complied with DPS regulations for changing their address.

**ACADEMIC ELIGIBILITY REQUIREMENTS**

Credit requirements for eligibility during the first six weeks -

1. Grade nine and below – students must have been promoted from the previous grade.
2. Grade ten – students must have accumulated five credits that count toward graduation requirements.
3. Grade eleven – students must have accumulated ten credits that count toward graduation requirements.
4. Grade twelve – students must have accumulated fifteen credits that count toward graduation requirements.

Students who are deficient in their earned credits when school starts or were placed instead of promoted, are ineligible the first six weeks of school. They become eligible seven calendar days after the end of the first six weeks if they pass all subjects.

**NO PASS/NO PLAY**

- In order to remain eligible, students must make at least a 70 in each class for the first six weeks’ period and each grade-reporting period thereafter.
- At the end of a grading period, if a student receives a grade lower than 70, he/she becomes ineligible and is suspended from participation in any extra-curricular activity during the next three weeks.
- A student regains eligibility seven calendar days after the three school week evaluation period if the student is passing all courses on the last class day of the three school week period. The three-week period begins with the first class day of the new
grading period and concludes at the end of the third school week. If the student has at least a minimum grade of 70 on a scale of 70 -100 for work done since the end of the previous period, the student may regain eligibility seven calendar days later at the time the regular school day ends.

- Students who do not regain their eligibility after the three week grading period may next regain their eligibility at the end of the regular grading period. If the student is passing all subjects he/she becomes eligible seven calendar days after the grading period.
- All students are eligible during a school holiday of a full calendar week or more (Christmas vacation and Spring Break). Students who were ineligible prior to these holidays become ineligible once classes resume and must adhere to the regular “no pass/no play” cycle again.
- **There is always a 7-day waiting period before a student becomes eligible or ineligible.**
- Students who are academically ineligible are permitted to practice with the team outside of the school day. Ineligible athletes are not permitted to travel with the team, appear in uniform for a contest, or be on the sideline with the team. This is a Texas Education Agency (TEA) rule and applies to student managers and trainers as well as players.

**STUDENT ELIGIBILITY / TRANSFER POLICIES**

*It is the responsibility of the receiving school sponsor/coach to insure the eligibility of all transfer students.*

Athletic eligibility of students transferring within the Wichita Falls Independent School District is determined by district policy in compliance with the UIL eligibility guidelines. Students desiring participation in sanctioned UIL activities will be bound by University Interscholastic League rules. In the case there is any discrepancy between UIL policy and district policy, the UIL policy will be the overriding authority for any regarding UIL activities. For information pertaining to UIL athletic eligibility, please visit: [http://uiltexas.org/files/constitution/uil-ccr-subchapter-m.pdf](http://uiltexas.org/files/constitution/uil-ccr-subchapter-m.pdf).

All students, grade 9-12, who have ever practiced or participated in any UIL activity in grades 8-12 at another school must have a Previous Athletic Participation Form completed by the previous school (last school of participation) and be approved by the District Executive Committee before they are eligible to participate at the varsity level at the new school. An individual is presumed to have changed schools for athletic purposes and will not be eligible for varsity competition until:

1. The student’s parents change their residence to the new school or attendance zone.
2. The superintendent (or designated administrator) and principal and/or coach of the previous school sign a PAPF stating the student was not recruited to the new school and did not change schools or attendance zones for athletic purposes.

3. The superintendent (or designee) of the new school signs a PAPF stating the student was not recruited and is not moving for athletic purposes.

4. The parents sign a PAPF either in front of the new school’s administrator or a notary public that they reside in the new school district or attendance zone and the change was not made for their child’s athletic purposes.

5. The District’s Executive Committee approves the completed PAPF.
WFISD ATHLETIC BEHAVIOR CONTRACT

I, ____________________________________________(student name), a participant in a WFISD athletics program agree to abide by the Athletic Code of Conduct, including all conduct expectations and the consequences. I understand that by participating in athletics, I am a representative of the school district and a role model for my fellow students, and as such, I am held to a higher standard of behavior.

I recognize that I violated those standards by engaging in the following violation(s) of the WFISD Athletic Code of Conduct:

________________________________________________________________________

(student should describe violations in detail)

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

I pledge to do the following:

________________________________________________________________________

Deadline for completion: ________________________________________________________

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

________________________________________  _____________________________________
Student name Student signature

________________________________________  _____________________________________
Parent name Parent signature

________________________________________  _____________________________________
Head Coach/Sponsor name Head Coach/Sponsor signature

Date _________________________

NOTE: Must be on file with the Head Coach/Campus Coordinator