

WHITE DEER HIGH SCHOOL



STUDENT HANDBOOK

2011-2012

REQUIRED FORMS

My child and I have received a copy of the White Deer ISD Student Handbook and the Student Code of Conduct for 2011-2012. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code, I should direct those questions to the principal at 883.2311 ext. 2.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy or to electronically access at www.whitedeerisd.net the WDISD Student Handbook and the Student Code of Conduct for 2011–2012.

I have chosen to:

- Receive a paper copy of the Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code, I should direct those questions to the principal at 883.2311 ext. 2.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

**Notice Regarding Directory Information and
Parent's Response Regarding Release of Student Information**

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want WDISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 9, 2011.

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

The District has designated the following categories of information 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.

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), **(do give)** **(do not give)** the district permission to release the information in this list in response to a request.

Parent signature _____ Date _____

**Parent's Response Regarding Release of Student Information to
Military Recruiters and Institutions of Higher Education**

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent.

Parent: Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____ (student's name), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent signature _____ Date _____

Table of Contents

PREFACE.....	1
BELL Schedule.....	2
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES	3
PARENTAL INVOLVEMENT.....	3
Working Together.....	3
Parent Involvement Coordinator.....	4
PARENTAL RIGHTS	4
Obtaining Information and Protecting Student Rights.....	4
“Opting Out” of Surveys and Activities	4
Inspecting Surveys.....	5
Requesting Professional Qualifications of Teachers and Staff.....	5
Reviewing Instructional Materials.....	5
Displaying a Student’s Artwork and Projects.....	5
Accessing Student Records.....	5
Granting Permission to Video or Audio Record a Student.....	6
Granting Permission to Receive Parenting and Paternity Awareness Instruction	6
Removing a Student Temporarily from the Classroom	6
Removing a Student from Human Sexuality Instruction.....	6
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags.....	7
Excusing a Student from Reciting a Portion of the Declaration of Independence	7
Requesting Notices of Certain Student Misconduct.....	7
School Safety Transfers	8
Requesting Classroom Assignment for Multiple Birth Siblings	8
Parents of Students with Disabilities	8
Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education.....	8
Accommodations for Children of Military Families	9
Student Records	9
Directory Information.....	11
Directory Information for School-Sponsored Purposes.....	11

Release of Student Information to Military Recruiters and Institutions of Higher Education	12
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS..	12
ABSENCES/ATTENDANCE	12
Compulsory Attendance.....	12
Exemptions to Compulsory Attendance	13
Failure to Comply with Compulsory Attendance	13
Attendance for Credit.....	13
Parent’s Note after an Absence.....	15
Doctor’s Note after an Absence for Illness.....	15
Driver License Attendance Verification	15
ACADEMIC PROGRAMS	15
AWARDS AND HONORS	15
BULLYING	Error! Bookmark not defined.
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS	19
CHILD SEXUAL ABUSE	19
CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT.....	20
CLASS SCHEDULES	21
COLLEGE CREDIT COURSES	22
COMPLAINTS AND CONCERNS	22
COMPUTER RESOURCES.....	22
CONDUCT	22
Applicability of School Rules.....	23
Corporal Punishment	23
Disruptions.....	23
Telecommunications Devices, Including Mobile Telephones.....	Error! Bookmark not defined.
Other Electronic Devices	Error! Bookmark not defined.
Inappropriate Use of Technology	Error! Bookmark not defined.
Social Events.....	25
CONTAGIOUS DISEASES / CONDITIONS	25
CORRESPONDENCE COURSES.....	25
COUNSELING	25
Academic Counseling.....	25
Personal Counseling.....	26

Psychological Exams, Tests, or Treatment	26
CREDIT BY EXAM—If a Student Has Taken the Course.....	26
CREDIT BY EXAM—If a Student Has Not Taken the Course.....	26
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	27
Dating Violence	27
Discrimination.....	27
Harassment.....	27
Sexual Harassment.....	27
Retaliation	28
Reporting Procedures.....	28
Investigation of Report	28
DISTANCE LEARNING	29
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	29
School Materials	29
Nonschool Materials...from students	29
Nonschool Materials...from others.....	29
DRESS AND GROOMING	30
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	30
Standards of Behavior.....	34
Offices and Elections	34
FEES	35
FUND-RAISING	35
GANG-FREE ZONES	35
GRADE CLASSIFICATION	36
GRADING GUIDELINES	36
GRADUATION.....	36
Requirements for a Diploma.....	36
Graduation Programs	37
Certificates of Coursework Completion	40
Students with Disabilities	40
Graduation Speakers	40
Graduation Expenses	41
State Scholarships and Grants.....	41
HEALTH-RELATED MATTERS	41

Bacterial Meningitis.....	41
Physical Activity for Students in Elementary and Middle School	43
School Health Advisory Council (SHAC).....	43
Other Health-Related Matters	43
Physical Fitness Assessment.....	43
Vending Machines	43
Tobacco Prohibited.....	43
Asbestos Management Plan	43
Pest Management Plan.....	44
HOMELESS STUDENTS	44
HOMEWORK.....	44
IMMUNIZATION	44
LAW ENFORCEMENT AGENCIES	45
Questioning of Students.....	45
Students Taken Into Custody	40
Notification of Law Violations	45
MAKEUP WORK	46
Makeup Work Because of Absence.....	46
DAEP Makeup Work.....	47
In-school Suspension (ISS) Makeup Work.....	47
MEDICINE AT SCHOOL.....	47
Psychotropic Drugs.....	48
NONDISCRIMINATION STATEMENT.....	48
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE.....	43
PRAYER.....	49
PROMOTION AND RETENTION.....	49
RELEASE OF STUDENTS FROM SCHOOL	50
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES	50
SAFETY	45
Accident Insurance.....	51
Drills: Fire, Tornado, and Other Emergencies.....	51
Fire Drill Bells	51
Tornado Drill Bells	51
Emergency Medical Treatment and Information.....	52

Emergency School-Closing Information	46
SAT, ACT, AND OTHER STANDARDIZED TESTS	46
SCHOOL FACILITIES	52
Use by Students Before and After School	52
Conduct Before and After School.....	52
Use of Hallways During Class Time	53
Cafeteria Services	53
Library.....	47
Meetings of Noncurriculum-Related Groups.....	53
SEARCHES	53
Students’ Desks and Lockers	53
Vehicles on Campus	53
Trained Dogs.....	54
SEMESTER EXAMS	48
SPECIAL PROGRAMS	55
STEROIDS	57
STUDENT SPEAKERS	57
SUMMER SCHOOL	57
TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)	57
TARDINESS.....	58
TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT..	58
TRANSFERS.....	58
TRANSPORTATION.....	51
School-Sponsored Trips.....	58
Buses and Other School Vehicles.....	58
VANDALISM.....	54
VIDEO CAMERAS.....	62
VISITORS TO THE SCHOOL	62
General Visitors	Error! Bookmark not defined.
Visitors Participating in Special Programs for Students.....	63
WITHDRAWING FROM SCHOOL	55
Glossary	64
APPENDIX I: Use of Student Work in District Publications	59

PREFACE

To Students and Parents:

Welcome to school year 2011–2012! 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 White Deer ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the White Deer 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 as an attachment to this handbook or as a separate document sent home to parents and posted at www.whitedeerisd.net or available in the principal’s office.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. 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.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

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

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

1. Parental Acknowledgment Form;
2. Student Directory Information and Release of Student Information Form;
3. Release of Information to Military Recruiters and Institutions of Higher Education Form; and

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the school office or online at www.whitedeerisd.net.

Bell Schedules

9th-12th Grades (Mon-Thurs.)

1 st Bell	7:55	Period 5	11:30-12:18
Tardy Bell	8:00	Lunch	12:18-12:48
Period 1	8:00-8:48	Period 6	12:52-1:40
Period 2	8:52-9:42	Period 7	1:44-2:32
Period 3	9:46-10:34	Period 8	2:36-3:24
Period 4	10:38-11:26		

Friday Schedule

1 st Bell	7:55	Period 5	11:34-12:14
Tardy Bell	8:00	Lunch	12:14-12:44
Period 1	8:00-8:40	Period 6	12:48-1:28
Period 2	8:44-9:31	Period 7	1:32-2:12
HR/Mtgs	9:35-10:02	Period 8	2:16-2:56
Period 3	10:06-10:46	Pep Rally/Tutorial	3:00-3:24
Period 4	10:50-11:30		

Early Dismissal

Period 1	8:00-8:27	Period 6	10:35-11:02
Period 2	8:31-8:58	Period 7	11:06-11:33
Period 3	9:02-9:29	Period 8	11:37-12:00
Period 4	9:33-10:00	Lunch	12:00-12:30
Period 5	10:04-10:31		

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the White Deer ISD Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 883-2311 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policies at GKG and contact the principal.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the principal.

- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and contact the principal.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is the principal and may be contacted at 883.2311.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling 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 scoliosis

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

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

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

Displaying a Student's Artwork and Projects

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. The district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

Accessing Student Records

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

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

Granting Permission to Video or Audio Record a Student

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

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

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

The curriculum that White Deer High School uses advocates “abstinence only” in accordance with our current school policy. The objectives of this program are to encourage abstinence until marriage for our teenagers. The curriculum includes topics such as valuing self, physical changes, dating, family, making decisions, communication, human reproduction, drugs, alcohol and tobacco prevention, and teen pregnancy. Specially trained teachers, the school counselor, or guest speakers will present these topics in the classroom to students during designated class time. We will be covering the curriculum topics throughout the school year.

The responsibility for human sexuality training belongs first with the family. The role of the school is to enhance the role of the family. This program promotes and facilitates good communication within the family. The student’s participation in this program is voluntary and not required, but encouraged for the student’s physical and emotional welfare. If you have questions concerning the programs, please contact the school counselor at 806-883-2311.

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

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

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

Requesting Notices of Certain Student Misconduct

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

Requesting Limited or No Contact with a Student through Electronic Media

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

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference

School Safety Transfers

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the board or its designee to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information. [See policy FDB.]
- To request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- To request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

Requesting Classroom Assignment for Multiple Birth Siblings

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

Parents of Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, contact **the counselor or principal at 883.2311.**

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of

the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the special education teacher at 883.2311

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

Parents of Students Who Speak a Primary Language Other than English

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

Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. Additional information may be found at <http://ritter.tea.state.tx.us/mil/>.

Student Records

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

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

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

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

- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.
- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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

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

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

The address(es) of the principals’ offices are: 604 Doucette

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not

amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL),

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at: www.whitedeerisd.net

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

Please note:

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

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

Directory Information

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

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

Directory Information for School-Sponsored Purposes

The district has not designated a separate list of student information as directory information for school sponsored purposes. As a result, 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, or athletic programs.”

Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the principal at 883.2311.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

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

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 or older has more than five unexcused absences in a semester the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA.]

Students enrolled in prekindergarten or kindergarten are required to attend school.

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 in grades 3–8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.

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

Failure to Comply with Compulsory Attendance

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

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

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

If the student is over age 18, the student’s parents will not be subject to penalties as a result of their child’s violation of state compulsory attendance law. [See FEA(LEGAL).]

Attendance for Credit

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

If a student attends less than 75 percent of the days a class is offered or has not completed a 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, if appropriate. [See policies at FEC.]

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

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

Please note:

- **A student absent from school for any reason other than for a documented health care appointment will not be allowed to participate in school-related activities on that day or evening. In case of extenuating circumstances, the principal may waive this rule.**
- In those rare circumstances when a student must be absent from school, the student (upon returning to school) must bring a note, signed by the parent, which describes the reason for the absence. A note signed by the student, even with parent's permission, will not be accepted unless the student is 18 or older.
- Class time is important. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. Students should bring a doctor's note whenever possible. White Deer ISD asks parents to call the office at 883-2311 when a student must be absent from school. **A parental note is still required.**

- A student absent for any reason should promptly make up specific assignments missed and/or complete the additional in-depth study assigned by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment
- **Students who have been absent from school must bring a note to the principal's office explaining the reason for their absence. A student has 3 days to bring their note, or the absence will be considered an unexcused absence.** Failure to bring a note may result in disciplinary action. After two parent notes per six weeks, the principal may require the parent to furnish doctor notes in order for the child to be excused. Failure to bring a note may result in disciplinary action.

A parent wishing to withdraw a student school must present a signed request to the principal stating the reason for the withdrawal and the effective date.

Parent's Note after an Absence

When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school.

[See policy FEC(LOCAL).]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** and policies at EIF.]

AWARDS AND HONORS

Honor Rolls

The A honor roll includes those students that earn a grade of 90 or above in all classes he/she is enrolled.

The A-B honor roll includes those students that earn a grade of 80 or above in all classes he/she is enrolled.

Lettering Policy

Varsity Letter

- A. All applicants for letters in athletics are contingent upon the recommendation of the head coach of that sport. General consideration is given to attendance, eligibility, sportsmanship, citizenship, training rules, participation, and general attitude. If injury does not allow a player to meet the requirements of participation, he may be eligible for an award on the recommendation of the coach. If a senior has been out for a sport for three years in high school and fails to meet participation requirements, the coach may recommend a varsity letter award to that participant.
- B. Requirements:
- a. Varsity Football
 - i. The candidate must participate in a minimum of 12 quarters of varsity play. Participation in any fraction of a quarter counts as one quarter.
 - b. Varsity Basketball
 - i. The candidate must participate in at least one-half of the quarters of the season's varsity schedule.
 - c. Varsity Track and Cross Country
 - i. The track candidate must earn a total of 10 points in varsity meets prior to district or score 1 point in any individual event in district, or place 3rd or higher in a relay in district for track. For Cross Country those that place in the top 20 in a minimum of 5 meets including district or advance to the Regional meet.
 - d. Varsity Golf
 - i. The candidate must be a team member of a 1st or 2nd place finish in district or
 - ii. A medalist or runner-up in district or
 - iii. A medalist in any invitational tournament during the season or
 - iv. Qualify for 85% of tournaments during the season.
 - e. Varsity Tennis
 - i. The candidate must earn a total of 9 points in any one of the following ways:
 - 1. Off-season tournaments-3 points
 - 2. In-season tournaments-3 points
 - 3. District round-robin play-3 points
 - 4. If a player is deficient in any one category, he/she may substitute extra points
 - f. Varsity Power Lifting

- i. The candidate must place in at least one power lifting meet.
- g. Athletic Managers and Trainers
 - i. The candidate must be actively present and contributing in their role in 90% of the scheduled games.
- h. UIL Literary
 - i. The candidate must qualify and compete at the regional level.
- i. UIL Band
 - i. The candidate must fulfill one of the following:
 1. Qualify for the All-Region Band
 2. Receive a First or a Second Division rating on a Class I, II or III Solo or Ensemble at a UIL contest.
 3. Qualify for any Area level contest (should the band be in a non-advancing year, and earns a sweepstakes rating, then this qualifies for a letter.)
 4. Completion of 3 years in the High School Band
- j. FCCLA
 - i. The candidate must have completed all five levels of the “Power of 1” or
 - ii. The candidate must qualify for state and participate at the state level.
- K. FFA
 - i. The candidate must qualify for state in a contest where the progression of wins is district, area/region, and state or
 - ii. The candidate earns the Lone Star Farmer Degree
- L. One Act Play
 - i. The candidate must score at least one point at the district level One-Act Play, or
 - ii. Any cast or crew member who advances at any UIL contest, including Zone, or
 - iii. Any cast member who receives Best Actor, Best Actress, All-Star Cast, or Honorable Mention All-Star Cast at any level of UIL competition.

National Honor Society

The White Deer High School Chapter of the National Honor Society at White Deer High School in White Deer, Texas, has established the following processes and standards. These guidelines were established in accordance with the Constitution of the National Honor Society written by

the Board of Directors of the National Society written by the Board of Directors of the National Association of Secondary School Principals, who governs the national chapter of the National Honor Society.

Selection of Students for Membership

The selection of members to this chapter shall be by a majority vote of the Faculty Council which consists of five faculty members appointed by the principal. The chapter adviser shall be the sixth, non-voting, ex-officio member of the Faculty Council.

- a. Candidates eligible for selection to this chapter must be members of the sophomore, junior, or senior class.
- b. To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one semester at White Deer High School.
- c. Candidates eligible for selection to the chapter shall have a minimum cumulative average of 90 in classes identified in the categories of: English Language Arts, Mathematics, Sciences, and Social Studies.
- d. Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on their service, leadership, and character.
- e. The faculty shall be requested to evaluate candidates determined to be scholastically eligible using the official evaluation form provided by the chapter adviser. There are 10 areas related to service, leadership and character that shall be rated. Those students that receive an average below 80 on four or more of the faculty evaluations will not be admitted unless the faculty council selects the student after careful scrutiny and with a majority vote.
- f. The Faculty Council shall review the faculty evaluations and other relevant information of all candidates to determine, by majority vote, those who fully meet the selection criteria for membership.
- g. Candidates become members when inducted at a special ceremony.
- h. An active member of the National Honor Society who transfers from this school will be given an official letter indicating the status of his/her membership.
- i. An active member of the National Honor Society who transfers to this school will be automatically accepted for membership in this chapter. The Faculty Council shall grant to the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain his/her membership. The NHS conducts meetings and has projects throughout the year. Seniors are eligible for nomination to compete in the National Honor Society Scholarship Awards Program, which annually provides numerous scholarships to students to further their education. Induction into the National Honor Society takes place in the spring after the first semester grades are averaged.

Any member who falls below the standards of scholarship, leadership, character, or service may be considered for discipline or dismissal from the White Deer High School chapter of the National Honor Society as per the bylaws established.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct against another student and the behavior:

- results in harm to the student or the student’s property,
- places a student in fear of physical harm or of damage to the student’s property, or
- is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

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

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in business education, agriculture, and family and consumer sciences. Admission to these programs is based on student interest, course sequence, and available space.

White Deer ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

CHILD SEXUAL ABUSE

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or

another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

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

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

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

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

Reports may be made to:

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

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT

Graduation Honors/Class Ranking

Class rankings are calculated for the first time at the end of the junior year. Final rank in class for purpose of determining valedictorian and salutatorian and honor graduates is calculated at the end of the fifth six week grading period of the senior year. Rank in class for purposes of determining which students are in the top 10% of their graduating class and, thus, eligible for automatic admission to a Texas general academic teaching institution will be calculated at the end of the 11th grade, middle of the 12th grade, and at high school graduation. Students will use the latest ranking in relation to their college application deadlines. The number of students in the top 10% for automatic admission to a Texas college will not exceed the mathematical calculation of 10% of the number of students in the graduating class.

We use a weighted grade point/grade average system that is designed to recognize the relative difficulty and effort required for the course. The additional grade point/points on the grade are used solely for ranking purposes and will not be reflected on your child's official transcript or Academic Achievement Record.

Requirements for Valedictorian and Salutatorian

1. Enrollment in the recommended or distinguished achievement program in accordance with State Board of Education Guidelines in Chapter 74.
2. The student must have attended WDISD for his/her entire 11th and 12th grade school years.
3. In case of a tie for valedictorian, co-valedictorians will be named.

4. Students who complete the recommended or distinguished graduation plans will be ranked ahead of any students who graduate on the minimum.

*The requirement will become 4 units of math and 4 units of science beginning with the class of 2011. [For further information, see policies at EIC.]

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2011 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

[For further information, see policies at EIC.]

CLASS SCHEDULES

Student class schedule changes may be made during the first 5 days of class; after that time, the schedules will be set for the remainder of the semester. The principal must approve exceptions.

COLLEGE AND UNIVERSITY ADMISSIONS

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

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

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2012 term, the University will be admitting the top nine percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

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

COLLEGE CREDIT COURSES

Students in grades 9–12 have opportunities to earn college credit through enrollment in select courses identified as dual credit and certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information.

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

COMPLAINTS AND CONCERNS

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

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

COMPUTER RESOURCES

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher’s supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail and other electronic communications using district computers are not private and will be monitored by district staff. [For additional information, see policies at CQ.]

CONDUCT

Applicability of School Rules

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

Corporal Punishment

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

Corporal Punishment may be administered with the following guidelines:

1. The student will be told of the reason corporal punishment is being given.
2. The principal or a teacher may give corporal punishment.
3. The instrument to be used shall be approved by the principal.
4. Corporal punishment shall be administered in the presence of one other district professional employee and out of view of students.

Disruptions

As identified by law, disruptions include the following:

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

Discipline Alternative Education Program

Certain offenses committed by students require placement in DAEP. Students may be placed into DAEP for other offenses

Purpose:

DAEP placements are to serve as a deterrent to provide offenders and all other students as well as an incentive to avoid any behaviors that might lead to a placement into DAEP. While it is important that students learn that certain behaviors are absolutely not tolerated, it is also important to ensure that DAEP students remain academically successful. To that end, the following guidelines will be utilized by campus principals in their determination of the proper DAEP placement for each offender.

Guidelines:

1. All students placed into DAEP will serve a minimum of two weeks for violations of the Student Code of Conduct which specify the student either “may be placed” or “must be placed” into a DAEP as spelled out in the Student Code of Conduct. **EXCEPTION: THE CAMPUS PRINCIPAL MAY CHOOSE TO MODIFY THE MINIMUM NUMBER OF DAYS DUE TO EXTENUATING CIRCUMSTANCES.**
2. At the end of the minimum two week placement into DAEP or whenever 30% of the total days assigned have been served (whichever comes latter), all students placed into DAEP will complete the remaining number of assigned days through After-school detention and Saturday School detention. For each day assigned to DAEP, the student must complete three hours of detention. For example, if a student is assigned 30 days in DAEP, they would complete 10 days in DAEP during the school day. Then, the student could earn three hours each afternoon (Monday-Thursday) and earn six hours on Saturday. Students who miss any assigned DAEP days or assigned detention days may be assigned additional DAEP or detention days at the discretion of the principal.
3. Students may not participate in any extracurricular activity, nor attend practice for any extracurricular activity while serving DAEP or detention days.

Public Display of Affection

Public displays of affection are not allowed at school or any school related activity.

Alcohol and Drug Use

The use of illicit drugs and unlawful possession and use of alcohol is prohibited on school property and at any school activities. The use of the following is prohibited:

1. Any controlled substance or dangerous drug as defined by law, including, but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any glue, aerosol paint, or any other chemical substance of inhalation.
4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

The transmittal, sale or attempted sale of what is represented to be any of the above listed substances is also prohibited under this policy. Any student who uses a drug authorized by licensed physician through prescription specifically for that student's use shall not be considered to have violated this policy. (Medication to be administered at school must be left in the office.) Students who violate this policy shall be subject to disciplinary action. Cars and lockers may be searched for alcohol and drugs with reasonable cause.

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.

CONTAGIOUS DISEASES / CONDITIONS

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

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

CORRESPONDENCE COURSES

The district permits high school students to take correspondence courses for credit toward high school graduation.

Courses taken that are not taught by a White Deer ISD certified teacher will not be counted for or against the calculation of the GPA and will be listed on the students transcript as a (P) pass or (F) fail. (This does not include Dual Credit courses).

[For further information, see policies at EEJC.]

COUNSELING

Academic Counseling

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

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information

about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should make an appointment.

Psychological Exams, Tests, or Treatment

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

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

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the teacher, counselor, principal, or attendance committee, be permitted to earn credit by passing an exam 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, correspondence courses, or independent study supervised by a teacher.

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

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

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities.

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

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

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. A student will earn credit with a passing score of at least 90 on the exam. If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. If the district agrees to administer a test other than the one chosen by the district, the parent must purchase a test from a university approved by the State Board of Education. [For further information, see EEJB(LOCAL).]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH.]

Dating Violence

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

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

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that 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. A copy of the district's policy is available in the principal's office and in the superintendent's office or at www.whitedeerisd.net

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

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

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

Examples of prohibited 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.

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.

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

Reporting Procedures

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

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. The district will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

In the event prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

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

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

DISTANCE LEARNING

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. Depending on the course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations**]

Courses taken that are not taught by a White Deer ISD certified teacher will not be counted for or against the calculation of the GPA and will be listed on the students transcript as a (P) pass or (F) fail. (This does not include Dual Credit Courses.)

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The school newspaper and the yearbook are available to students.

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

Nonschool Materials...from students

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

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

Nonschool Materials...from others

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

Prior review will not be required for:

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

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

DRESS AND GROOMING

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

The district's dress code is established to teach grooming and hygiene, instills discipline, prevent disruption, minimize safety hazards, and teach respect for authority. The dress and grooming code must be followed during the school day and at all school activities held on or off school property both during school hours and after school hours.

Students shall come to school clean and neat and exhibit grooming that will not be a health or safety hazard to the students or others. The district prohibits pictures, emblems or writing on clothing that are lewd, offensive, vulgar or obscene, or that advertises or depicts tobacco products, alcoholic beverages, drugs on their clothing or grooming that in the designated administrator's judgment may reasonably be expected to cause disruption or interference with normal school operations. Students are expected to comply with the specific dress and grooming regulations. 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. The student will be given an unexcused absence or tardy for periods affected. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Good taste in dress contributes substantially to the educational environment and reflects the quality of the school, student conduct, and student academic work. Students are required to wear appropriate school clothes. Listed below are the types of clothing inappropriate in the school setting. The following should not be worn to school:

- With the exception of students Pre-K through 4th grade, all shirts, blouses, and dresses will have sleeves or shoulder straps at least 3 inches in width. Half shirts, halter tops, mesh shirts, back-less dresses/shirts, bare midriffs, crop tops, tank tops, or see through blouses or shirts are considered inappropriate and will not be worn during school or during school-sponsored activity. No part of a bra or bra strap can be visible. Clothing with holes is prohibited at the high school. If there is potential for your abdomen showing or undergarments showing, the attire is deemed inappropriate. Formal dress

may be allowed with administrative approval for formal events such as graduation, banquets, etc. (omitted wording includes: gray sweat pants, clothing that has holes or has been cut or torn is subject to appropriateness.)

- Footwear is required to be worn by all students. (No slippers or house shoes)
- No hats or headgear shall be worn in any instructional setting. This includes the halls of any instructional setting. This rule may be relaxed on principal approved dress-up days.
- Male students are not permitted to wear earrings on any part of their body. Female students may wear earrings only in their ears but are limited to two earrings per ear. No body piercing may be visible.
- Chains on belts, billfolds, or key chains will not be permitted.
- Sagging is not permissible by boys or girls. If the clothing your child wears show undergarments, then it is not allowable to be worn at school or to any school function.
- Wearing either identified gang apparel or wearing clothing in a gang-style as identified by law enforcement agencies is prohibited.
- Skirts must be not shorter than 4 inches from the top of the knee.
- If the clothing in question creates a distraction or problem in the building or classroom, then it will be considered inappropriate.
- Shirts on boys will be buttoned. Only the top two buttons on a normal button-down shirt will be allowed to be unbuttoned. Undershirts must be worn under an unbuttoned shirt unless it is a polo type shirt.
- Sleepwear is not to be worn at school, except with principal approved dress up days.

8th-12th grade students will be checked by the 1st period teacher for appropriate dress. Students failing to meet the grooming standards of the White Deer ISD will be sent to the office to put on clothing that will cover the inappropriate dress. Students whose parents are required to bring appropriate clothing will be given an unexcused absence or tardy.

Guidelines for Students who wear shorts in grades 8-12.

- The shorts must be no shorter than four inches from the top of the knee. Shorts shall be loose fitting.
- Inappropriate shorts that cannot be worn to school are those that are tight form fitting, cut off shorts (no ragged edges-must be hemmed) of any material type, and shorts made from spandex materials. Shorts with ragged edges cannot be worn. All shorts must be hemmed.
- Students who abuse this policy will forfeit the right to wear shorts for a specific length of time or for the remainder of the school year.
- The principal in cooperation with the coach, sponsor, or teacher may regulate the dress and grooming of students who participate in extracurricular or co-curricular activities. The dress and grooming standard may be higher standard than for the regular school day. Because of this higher standard, the principal, coach, sponsor, or teacher may decide if

shorts are to be worn to extracurricular or co-curricular events held during the school day or after regular school hours.

Guideline for Length, Grooming, and Style of Hair

Length and style of the hair will be regulated to eliminate any health and safety hazards and to prevent any disruption of normal school operations. The following regulations should be followed:

- Girl's and boy's hair must be clean and neatly groomed at all times and not in such a way to prevent blocking the face or hindering vision. Boy's hair cannot be longer than the middle of the ear (and cannot be pulled behind the ear to meet this requirement) and cannot be longer than the top of a dress shirt collar. No Mohawks are allowed. Girls are not permitted to wear curlers. Hair color that is pink, green, orange, purple, etc. is not permissible anytime except for principal approved dress up days. Color must be temporary/washable.
- Students in shop classes, band, agriculture, UIL teams, other clubs and organization, and athletics will conform to the instructor or coach's requirement for safety or appropriateness. These requirements may be more stringent than the requirements for students who do not participate in these activities.
- No facial hair will be permitted unless permission has been granted from the One Act Play director and the Administrator.
- Sideburns shall be well groomed; they cannot extend below the bottom of the ear.

Display of tattoos is not permissible.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess telecommunications devices, including mobile telephones; however, these devices must not be on, visible, or heard during the instructional day, including during all testing. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

A student who uses a telecommunications device during the instructional day shall have the device confiscated and:

- On the first offense, the student will be assessed a \$15.00 charge/fee to get the phone back at the end of the school day.
- Each subsequent offense shall result in the mobile phone being confiscated by the principal with the parents being contacted to secure the return of the phone. A fee of \$15.00 will be assessed and collected with disciplinary consequences being determined.
- If the student uses a mobile phone for academic dishonesty, cheating, or other inappropriate conduct, the mobile phone will be confiscated and the student will be appropriately disciplined.

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

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

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

Other Electronic Devices

Students are not permitted to possess such items as IPODS, radios, CD players, MP3 players, video or audio recorders, DVD players, cameras, games, or other electronic devices at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office.

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

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.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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. [See <http://www UIL.utexas.edu> for additional information.]

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

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 policies at FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 5 days before the event. [For further information, see policies at FJ and GE.]

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a

location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GRADE CLASSIFICATION

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

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

GRADING GUIDELINES

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

State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- . Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grades 10 and 11 during the 2011–2012 school year must pass the exit-level test to graduate. A student in grade 12 who has not passed the exit-level test will have opportunities to retake it.

Beginning with students who enter grade 9 in the 2011–2012 school year, EOC assessments will be administered for the following courses and will replace the exit-level test as mentioned above: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics,

World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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.

Graduation Programs

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

Effective with ninth graders in the 2011–2012 school year, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student's eligible graduation program. To graduate, a student must meet a minimum cumulative score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English III EOC assessments, in addition to meeting the cumulative score requirements described above. To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English III EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOC assessments. If this standard is not met, the student will graduate under the Recommended Program, regardless of whether the student has met all other requirements for graduation under the Advanced/Distinguished Achievement Program.

All students must meet the following credit and course requirements for graduation under the programs listed:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies	2.5 or 3.5	3.5	3.5
Economics	0.5	0.5	0.5
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English	0	2	3
Fine Arts	1 (effective for grade 9 in 2010–2011 school year and thereafter)	1	1
Electives	7.5 credits (prior to 2010–2011) 6.5 credits (2010–2011 and thereafter)	5.5	4.5
Miscellaneous			Completion of 4 Advanced Measures**
TOTAL	22 credits	26 credits	26 credits

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

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

Participation in 4 semesters of college academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

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

COURSES – WEIGHT SCALE

The courses at WDHS are placed in three classifications with regard to their weight scale.

Category I (1.0 Scale)	Category II (1.1 Scale)	Category III (1.2 Scale)
Band I, II, III	Accounting	Agriculture*
Mathematical Models	Agriculture	Band IV*
P.E./Athletics	Alg. I	Chemistry II
Basic Math	Alg. II	Dual Credit BCIS II
Basic English	Art I, II & III	Dual Credit Biology II
Study Skills	Biology I	Dual Credit Economics
VAC	BCIS I	Dual Credit English 4
Teacher Assistant	Chemistry I	Dual Credit U.S. Gov't
	Desktop Publishing	Dual Credit US History
	Economics	Advanced English 3
	English I, II, III, IV	
Category I (1.0 Scale)	Category II (1.1 Scale)	Category III (1.2 Scale)
	Geometry	Home Economics*
	Health	Physics
	Home Econ.	Career Studies
	IPC	Spanish III
	Multimedia	Year Book*
	Spanish I, II	Dual Credit Algebra
	Speech (Communication Application)	Dual Credit Trigonometry
	U.S. Government	Other Approved Dual Credit Courses
	U.S. History	
	W. Geography	
	W. History	*Only 1.2 credit of weight during the 4th consecutive year.
	Yearbook I, II & III or	

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level tests.

Students with Disabilities

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

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

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** for additional information.] If a student takes the STAAR Modified or STAAR Alternate assessment, the student's ARD committee will determine whether the score on an EOC assessment will count as 15 percent of a student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

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

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only eligible students will be allowed to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered will be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the valedictorian and salutatorian may also have speaking roles at the graduation ceremony.

[See FNA(LOCAL).]

Graduation Expenses

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

State Scholarships and Grants

- Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced/Distinguished Achievement Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.
- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ(LEGAL).]

HAZING

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

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

HEALTH-RELATED MATTERS

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- 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 most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

Someone with 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 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It 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 Web sites

for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

Food Allergies

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

Physical Activity for Students in Elementary and Middle School

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

Students in middle or junior high school will engage in at least 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held meetings. Additional information regarding the district's School Health Advisory Council is available from the school nurse. [See also policies at BDF and EHAA.]

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

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

Tobacco Prohibited

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Superintendent's office. If you have any questions, please contact the Superintendent.

Pest Management Plan

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

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

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Andrea Keller at 883.2311.

HOMEWORK

The purpose of homework is to reinforce concepts learned at school or to introduce concepts to students. Homework plays an important role in learning.

Students may have points deducted and assigned to lunch or after school detention for refusal to do homework. If parents have questions concerning homework, please talk with the teacher and building principal for more details.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. 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, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

The principal will immediately notify the superintendent 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 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 required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

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

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions.

MAKEUP WORK

Makeup Work Because of Absence

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB(LOCAL).]

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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

DAEP Makeup Work

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

In-school Suspension (ISS) Makeup Work

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

MEDICINE AT SCHOOL

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 policies at FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
 - Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the district's medical advisor; and
 - When the parent has previously provided written consent to emergency treatment on the district's form.

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 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 policies at FFAC.]

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, White Deer ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender:
Superintendent 883.2311
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability contact Counselor at 883.2311

All other concerns regarding discrimination: See the Superintendent, 883.2311

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent

activity does not interfere with or distract others. [See policy EC(LEGAL) for more information.]

PRAYER

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

PROMOTION AND RETENTION

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

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

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

* Because the 2011–2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 or 8 STAARs for this one year only in order to be promoted to the next grade level. .

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student's score on the EOC assessment will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

[See **Standardized Testing**]

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve

performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

With the exception of the 2011–2012 school year, a student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the 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.

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day.

Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student’s parent.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student’s grades or performance and absences in each class or subject are issued to parents at least once every 3 weeks.

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child’s performance is near or below 70, or is below the expected level of

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

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

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).

SAFETY

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

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

Accident Insurance

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

Drills: Fire, Tornado, and Other Emergencies

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

Fire Drill Bells

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

Tornado Drill Bells

1 continuous bell	move quietly but quickly to the designated locations
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2 bells

return to the classroom

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

SCHOOL FACILITIES

Use by Students before and After School

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

The following areas are open to students before school, beginning at 7:10 a.m.

- School cafeteria from 7:10 a.m. with breakfast served at 7:30 a.m. If a student plans to eat breakfast, they must arrive by 7:45 a.m..
- Activity Gym from 7:30 a.m. until dismissal for class at 8:00 a.m.
- High School Gym from 7:40 a.m. to 7:55 a.m.

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

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to

consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways during Class Time

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

Cafeteria Services

The district participates in the National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See the cafeteria manager to apply.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use from 8:05-3:15 with a teacher permit:

Meetings of Noncurriculum-Related Groups

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

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

SEARCHES

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

Students' Desks and Lockers

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

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

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

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

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of

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

Trained Dogs

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

SEMESTER EXAMS

The semester/term exam will count as one-fifth of the semester/term grade and will be comprehensive and required in each class.

Test Exemption Requirements: (These requirements are by semester.) Any student may opt to take the semester exams in which they are exempt. Once the exam has been taken it must be graded and entered.

Semester Exam Exemption Plan

The purpose of the exemption plan for all students is to:

1. Encourage students to perform academically at the highest level possible.
2. Encourage students to attend school on a regular basis.
3. Encourage students not to be late to class.

Requirements

To qualify for an exemption, all student absences must be excused absences as defined in Board policy. If the student is absent, the parent or guardian must call or send a signed note indicating the reason for the absence. Parents may call to inform the office of a student's absence but still a note is required. These notes should be brought to school the day in which the student returns to class. Failure to send a note or call within three days may result in the absence being classified as unexcused for exemption purposes.

Students having any unexcused absences or truancy will not be eligible for an exemption in any class. Students who do not bring signed notes or who do not have parents call about the absence will receive an unexcused absence and not be eligible for any exemption in any class. Notes that have forged parent or guardian signatures will not be accepted and will result in an unexcused absence and other disciplinary action. Students who are late first period more than fifteen minutes will be given an absence instead of a tardy. It will be the principal who will decide if it is considered excused or unexcused and how this will effect exemptions. A simple phone call can solve a lot of problems.

A student may only use 4 medical absences in a class. After the fourth medical excuse the absence will be counted as a regular absence for the student.

Any student who has been assigned to ISS or DAEP will not be eligible for exemption during the semester of placement.

The criteria that must be met in a class for an exemption from the semester exam is as follows:

1. 95 average with no more than three excused absences in a semester.
2. 90 average with no more than two excused absences in a semester
3. 85 average with no more than one excused absence in a semester.
4. 80 average with no absences during the semester
5. Tardies - More than three tardies (total for all classes) will require a student to take all semester tests and final exams.

Eligible Freshman and Sophomore students may exempt up to 4 tests.

Eligible Junior and Senior students may exempt ALL tests.

School Activities - Extracurricular and co-curricular school activities with a White Deer ISD teacher in attendance at the function do not count as an absence for exemption purposes.

SPECIAL PROGRAMS

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

STANDARDIZED TESTING

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details

STAAR (State of Texas Assessments of Academic Readiness)

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

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

Normally, there will be 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. For the 2011–2012 school year, however, there will be only the spring and summer administrations of the EOC assessments.

In each content area (English language arts, mathematics, science, and social studies), a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student’s EOC assessment scores in each content area will be added together. If the student’s total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

A student may choose to retake an EOC assessment in situations other than those listed above as well.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student’s ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

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

Additional information will be provided to students and parents prior to the spring 2012 administrations

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to a student.

For a student in grade 10 or 11 during the 2011–2012 school year, the student will be assessed with TAKS in the subject areas of mathematics, English/language arts, social studies, and science. The test at grade 11 is called “exit-level” TAKS, and satisfactory performance on this test is required for graduation.

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA 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 test may be required before a student enrolls in a dual-credit course offered through the district as well.

STEROIDS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at http://www.uil.utexas.edu/athletics/health/steroid_information.html.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events. Students who are eligible to introduce these events must comply with the district's ELIGIBILITY criteria.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the principal.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

[See FNA(LOCAL).]

SUMMER SCHOOL

Summer school may be offered subject to the principals' appointment and approval.

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments (such as TAKS: the Texas Assessment of Knowledge and Skills) in the following subjects:

- Mathematics, annually in grades 3–11
- Reading, annually in grades 3–9
- Writing, including spelling and grammar, in grades 4 and 7
- English language arts in grades 10 and 11
- Social studies in grades 8, 10, and 11
- Science in grades 5, 8, 10, and 11
- Any other subject and grade required by federal law

[See policy EKB(LEGAL).]

TAKS-Accommodated, TAKS-Modified, and TAKS-Alternate for students receiving special education services are administered to eligible students.

Linguistically accommodated testing (LAT), as well as the Texas English Language Proficiency Assessment System (TELPAS) for students identified as limited English proficient, are also administered to eligible students.

TARDINESS

A student who is tardy to class may be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

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

TRANSFERS

A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the principal or designee. Transfers shall be granted for one regular school year at a time. In approving transfers, the principal shall consider availability of space and instructional staff, the student's disciplinary history, and attendance records. Transfer approval will be made without regard to race, religion, color, sex, disability, national origin, or ancestral language. A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District, including those for student conduct and attendance, and that violations of the District's rules and regulations may result in revocation of the transfer agreement. The effective date of the revocation will be set in accordance with the written transfer agreement. Written notification of any transfer revocation shall be sent to the school district of residence.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the campus principal at 883.2311.

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

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

- The driver is in full charge of the bus and students. Students must obey the driver promptly.
- Students must obey and respect the directive of bus drivers and monitors on duty.
- Students must be on time; they cannot wait for tardy students.
- Students must never stand in the roadway while waiting for the bus. They shall wait a sufficient distance from the pavement to allow the bus to pull off the pavement onto the shoulder.
- Unnecessary conversation with the driver is prohibited.
- Outside of ordinary conversation, any other conduct is prohibited.
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on school buses.
- Students must not throw waste paper or other rubbish on the floor of the bus.
- Observe all usual classroom rules.
- Students must not try to get off the bus or move around within the bus while it is in motion.
- Any damage to the bus must be reported at once to the driver and/or Principal.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.
- Students going to and from a bus stop will walk on the left-hand side of the road (on the shoulder) and whenever a car approaches them at high speed or in a reckless manner, they should move several feet from the pavement.
- In case a teacher rides a bus, students are to obey him/her with respect to conduct and safety.
- The school is operating the buses for the convenience and service of the children and parents. Unless the children obey the bus driver, they will be prohibited from riding the bus.

- Should your bus fail to arrive and deliver you to school, it s the student’s responsibility to have a parent contact the main office. (It is not an excuse to skip school).
- No food or drinks are to be opened or consume on the bus unless the sponsor or bus driver grants permission.

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

Students Responsibility

The same type of conduct is expected of the students while they are riding the bus as would be expected of them while they are in the classroom.

Before loading (from home and from school)-

1. Be on time at the designated bus stop.
2. Stay off the road or bus lane at all times while waiting for the bus.
3. Form a line and wait until the bus comes to a complete stop before entering. pushing will not be allowed.
4. Always walk in front of the bus so that the driver can see you. Look both ways before crossing the street.

While on the bus-

1. Move promptly to your seat without running.
2. Student must remain seated until the bus arrives at their stop. Each student must face the front and keep arms and feet out of the aisle.
3. Do not tamper with the bus or any of its equipment. Bus equipment is for your safety.
4. Keep hands and head inside the bus at all times.
5. Keep books backpacks, coats, and all other objects out of the aisle.
6. Promptly report any vandalism to the driver.
7. Assist in keeping the bus safe, clean, and sanitary.
8. Guests will be permitted on the bus only if the driver receives written permission from the guest’s parents.
9. Help look after the safety and comfort of smaller children.
10. Be courteous to fellow riders, the driver, and the monitor. **PROFANITY IS STRICTLY FORBIDDEN.**
11. In case of emergency, all students will remain on the bus unless otherwise directed by the bus driver.

Leaving the bus-

1. Remain seated until the bus comes to a complete stop.
2. Do not leave books, lunches, etc. on the bus.

3. Students will be allowed to off the bus only at their designated stop. A written note from a parent is required for any other arrangements.
4. Exit the bus in an orderly manner. DO NOT PUSH. If a student must cross the street, he should walk in front of the bus.

Concerning students on the bus-

The driver has authority to assign any/or all student as assigned seat.

1. The driver will discharge a student only at the student's designated stop unless the student presents written permission from the parent.
2. In order for a guest to be permitted to ride a school bus, the child must present a note to the office prior to 10:00 a.m. for approval by office personnel. Approval will only be granted if there is room on that bus an extra student to ride that day.
3. The bus driver is to write up a transportation disciplinary report for any student who refuses to follow the prescribed rules of conduct.

The bus route-

1. The transportation department will establish and maintain a route schedule.
2. The transportation department will establish an alternative route or bus stop for inclement weather and inform those student affected.
3. The driver is NOT obligated to wait or honk at a bus stop.

BUS DRIVERS WILL SPEAK WITH PARENTS CONCERNING DISCIPLINARY MATTERS IF NEEDED AT PREARRANGED CONFERENCES. CONFERENCES CAN BE ARRANGED THROUGH THE DIRECTOR OF TRANSPORTATION OR PRINCIPAL.

CONSEQUENCES

First Bus Report: The student will have a conference with the principal or designee, and/or the disciplinary action may be taken. The student may lose bus privileges for the first offense as well as other disciplinary action. The parent will be notified of the offense, the conference, and/or other disciplinary action.

Second Offense: Student will be referred to principal. Appropriate discipline including ISS may be administered. Parent will be notified by mail and /or phone.

Third Offense: Student will be suspended from bus transportation for 5 school days.

Fourth Offense: Student will be suspended from bus transportation for 30 school days.

Fifth Offense: Student will lose bus privileges for the remainder of the school year.

Severe Clause

Fighting, destruction of property or other hazardous behavior will result in automatic conduct report to the principal and possible suspension of riding privileges.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for

whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

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

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

VISITORS TO THE SCHOOL

General Visitors

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

The procedures for visitors on campus are as follows:

- Parents, Guardians, Visitors and guests must sign in the campus office before proceeding to their destination in the building.
- Each person must present their photo ID to the campus office staff.
- The photo ID will be kept in a secure place in the office while the visitor is on campus. It will be returned upon the conclusion of the visitor's time on campus.
- The visitor must complete a visitor log which will be verified with the photo ID presented.
- Visitors will be required to wear visible, dated, identification while on campus.
- Visitors may be required to have an escort on campus.
- This procedure does not apply to open house, school wide parent breakfast and lunch, concerts, pep rallies, and other large group gatherings.

This policy is in place for the safety of all students and staff on campus. Visitors not abiding by the policy will be asked to return to the office for the proper check in procedure. Blatant refusal to comply with procedures may require the visitor to be requested to leave campus.

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.

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

Visitors Participating in Special Programs for Students

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

WITHDRAWING FROM SCHOOL

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

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

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

Glossary

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

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

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student's parents are part of the committee.

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

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

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

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

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

LAT stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

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

PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher 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.

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

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

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.

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 grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. 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.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grades 3–11.

TAKS-Accommodated is a state mandated assessment based on the same grade-level academic achievement standards of TAKS available to certain students who receive special education services and who need specific accommodations, as determined by the student and his or her ARD committee.

TAKS-Alternate is an alternate state mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student and his or her ARD committee.

TAKS-Modified is an alternate state mandated assessment based on modified achievement standards and is administered to eligible students receiving special education services, as determined by the student and his or her ARD committee.

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

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

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

**APPENDIX I:
Use of Student Work in District Publications**

Occasionally, the White Deer ISD wishes to display or publish student artwork or special projects on the district's Web site and in district publications. The district agrees to only use these student projects in this manner.

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), (**do give**) (**do not give**) the district permission to use my child's artwork or special project on the district's Web site and in district publications.

Parent signature: _____

Date: _____