Wimberley Independent School District

If you have difficulty accessing the information in this document because of disability, please contact the district at dee.howard@wimberleyisd.net or 512-847-2414

Vision

Empowering and Inspiring ALL Students to Achieve their FULL Potential!

Mission Statement

WISD is dedicated to excellence in education that fosters a culture of kindness and respect, creates life-long learners, and empowers students to make a positive impact in their community.

We Believe that:

- Everything that we do should help ensure the success of ALL of our students.
- As educators, we maximize class time in an engaging and challenging way.
- Our teachers are personally invested in our students.
- Students in Wimberley are committed to community service and the community supports students in return.
- A quality, public Wimberley I.S.D. education drives the future of a successful Texas.
- As a district, we strive to meet the needs of the “whole child”: academically, emotionally, and socially.
- W.I.S.D. provides the foundation to create engaged citizens who will become life-long learners.
- All our children, parents, faculty and staff should be treated with kindness and respect.
- We are committed to excellence in all we do.
WISD Strategic Goals and Objectives

1. Achieve Excellence in Education
   a. Increase project based/hands-on learning opportunities at all grade levels.
   b. Employee qualified staff who have demonstrated success in teaching and leadership.
   c. Provide professional development opportunities in all areas including academic, behavior management and special populations.
   d. Provide safe and healthy environment/buildings and facilities

2. Fostering a Culture of Kindness and Respect
   a. Provide character training and engagement for students and staff that instills the importance of integrity, kindness, honesty and respect.
   b. Promote active listening to create students and future citizens who can effectively engage and communicate in a diverse world.
   c. Communicate effectively between schools for student relationships.
   d. Provide guidance to improve digital citizenship and media literacy among students and staff.
   e. Celebrate diversity and provide a welcoming environment for ALL students and staff.

3. Create Life-Long Learners
   a. Cultivate passion for learning and doing, such that every student can find their way forward to a happy life.
   b. Reward perseverance and hard work.
   c. Provide diverse and relevant learning/course opportunities for all students at all grade levels that are challenging and meaningful.

4. Make a Positive Community Impact
   a. Provide diverse extra-curricular activities that are fun, student-centered and engaging.
   b. Increase community partnerships to create opportunities for district collaborations.
   c. Teach the importance of responsibility and good citizenship.
   d. Promote volunteerism through school and extra-curricular activities.
Wimberley Independent School District
Contact Information
2019-2020

ADMINISTRATION
(512) 847-2414
951 FM 2325 / Fax (512)-847-2142
Dwain York – Superintendent
Dee Howard – Asst. Superintendent
Moises Santiago – Chief Financial Officer

Student Services:
Special Education – (512) 847-7567
Stephanie Norris – Special Education Director
Child Nutrition Service – (512) 847-3217
Mary Tefertiller – Child Nutrition Director
Transportation: (512) 847-2781
Owen Baldwin – Transportation Director

CAMPUSSES:

Scudder Primary “COWPOKES”
(512) 847-3407
Pre-K – First Grade
400 Green Acres Drive / Fax (512) 847-2738
Principal – Dara Richardson
Academic Specialist- SueAnna Thomas
Counselor – Michelle Warren
Nurse – Carolyn Jarchow

Jacobs Well “RANGERS”
(512) 847-5558
Second – Fifth Grade
3470 FM 2325 / Fax (512) 847-6176
Principal – Andrea Pope
Asst. Principal – Susan McDorman
Counselor – Sarah Hernandez
Nurse – Katy Shugart

Danforth Jr. High “TEXANS”
(512) 847-2181
Sixth – Eighth Grade
200 Texan Blvd. / Fax (512) 847-1394
Principal – Greg Howard
Asst. Principal – Shad Scharlach
Counselor – Lori Phairs
Nurse – Chelsea Kelley

Wimberley High School “TEXANS”
(512) 847-5729
Ninth – Twelfth Grade
100 Carney Lane / (512) 847-7269 fax
Principal – Jason Valentine
Asst. Principal – Ryan Wilkes
Asst. Principal/504 Coord- Carey Soderstrom
Athletic Director – Doug Warren
Jr. / Sr. Counselor – Wendy Grogan
Fr./So. Counselor – Adriana Phillips
Nurse – Darelle Jordan

Wimberley High School
School Song
To our school we will be faithful,
Raise our banners high above.
Show the world our strength and honor,
Alma mater that we love.
We will always sing your praise,
Cherish memories.
The red, white, and navy blue,
The Texans of Wimberley.

Wimberley High School
Fight Song
On to vic’try, on to glory,
For the honor and the fame.
We are the Texans all the way.
We are the Texans here to stay!
On to vic’try, on to glory,
For the honor, win this game.
Raise up our colors to the sky,
Cheer the team from Wimberley High!

School Colors:
Red, White and Navy Blue
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To Students and Parents:

Welcome to school year 2019-2020! 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 Wimberley ISD Student Handbook is designed to provide some of the basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS —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, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Note: Unless otherwise noted, the term “parent,” refers to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

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

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

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the district will follow board policy and the Student Code of Conduct.

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 the principal at your child’s campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.
Please note that references to policy codes are included so that parents can refer to current board policy. The district’s official policy manual is available for review in the superintendent’s office and an unofficial electronic copy is available at

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

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook form
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and

Your child’s school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal.

SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

CONSENT TO CONDUCT A PSYCHOLOGICAL EVALUATION

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

OPT-OUT OF STAAR TESTING

There is no parent option of “opt-out” from the state mandated STAAR testing. If a student is absent during the administration of the STAAR exam they will be subject to compulsory attendance and may commit the offense of failure to attend school, and a parent may commit the offense of contributing to nonattendance, if the student fails to attend school. (Texas Education Code §§ 25.093, .094). It is important to note that missing school on a single designated test date will not necessarily cause the student to have missed his or her testing opportunity. Most tests are administered from a testing
“window” set by TEA. If a student who has been absent returns to school during the testing window, he or she may be asked to sit for the exam at that time. Makeup test dates that extend beyond the test window are in place for most STAAR tests.

CONSENT TO DISPLAY A STUDENT’S ORIGINAL WORKS AND PERSONAL INFORMATION

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

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

CONSENT TO VIDEO OR AUDIO RECORD A STUDENT WHEN NOT OTHERWISE PERMITTED BY LAW

Education Code 26.009; FL (LEGAL)

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

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

LIMITING ELECTRONIC COMMUNICATIONS WITH STUDENTS BY DISTRICT EMPLOYEES

DH (LOCAL) and (EXHIBIT); TASB HR Services Model Employee Handbook

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.

OBJECTING TO THE RELEASE OF DIRECTORY INFORMATION

Education Code 26.013; FL (LEGAL) and (LOCAL); http://familypolicy.ed.gov/content/ferpa-model-notice-directory-information

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

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

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

**PARTICIPATION IN THIRD-PARTY SURVEYS**

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

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

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

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


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

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

- Any survey concerning the private information listed above, regardless of funding.
- The NCLB Act also requires notice to parents when a survey is not funded by DOE funds.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.

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

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

RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE IN GRADES 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide: Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and a specific recitation from the Declaration of Independence for students in grades 3–12. Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if: (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

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

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

RELIGIOUS OR MORAL BELIEFS

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law. Education Code 26.010; EMB (LEGAL)

TUTORING OR TEST PREPARATION PURPOSES

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills.
The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student’s parent consents to this removal. Education Code 25.083(b), 29.084; EC (LEGAL)

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend. [Also refer to policies EC and EHBC, and contact your student’s teacher with questions about any tutoring programs provided by the school.]

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

#### INSTRUCTIONAL MATERIALS

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. Education Code 26.006; EF (LEGAL)

#### NOTICES OF CERTAIN STUDENT MISCONDUCT TO NONCUSTODIAL PARENT

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child’s misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO (LEGAL) and the Student Code of Conduct.] Education Code 37.0091; FL (LEGAL), FO (LEGAL); Student Code of Conduct

#### PARTICIPATION IN FEDERALLY REQUIRED, STATE-MANDATED, AND DISTRICT ASSESSMENTS

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

#### STUDENT RECORDS

**Accessing Student Records**

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

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

**Authorized Inspection and Use of Student Records**

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

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

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

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

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

FERPA permits the disclosure of personally identifiable information from a student’s education records, without written consent of the parent or eligible student, in the following circumstances:
When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

In connection with financial aid for which a student has applied or which the student has received.

To accrediting organizations to carry out accrediting functions.

To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.

To appropriate officials in connection with a health or safety emergency.

When the district discloses information it has designated as directory information [see Objecting to the Release of Directory Information for opportunities to prohibit this disclosure].

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent’s office is 951 FM 2325, Wimberley, TX 78676.

Wimberley High School 100 Carney Lane Wimberley, TX 78676
Danforth Junior High 200 Texan Blvd. Wimberley, TX 78676
Jacob’s Well Elementary 3470 FM 2325 Wimberley, TX 78676
A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG (LEGAL), Report Cards/Progress Reports and Conferences and Student or Parent Complaints and Concerns for an overview of the process.]

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s website at https://www.wimberleyisd.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.

**TEACHER AND STAFF PROFESSIONAL QUALIFICATIONS**

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

**STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

**CHILDREN OF MILITARY FAMILIES**

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

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements
In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

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

PARENTAL ROLE IN CERTAIN CLASSROOM AND SCHOOL ASSIGNMENTS

Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB (LEGAL).] Education Code 25.043; FDB (LEGAL)

Safety Transfers/Assignments

As a parent, you may:
- Request the transfer of your child to another classroom if your child has been determined by the district to have been a victim of bullying and/or cyberbullying as the term is defined by Education Code 37.0832. See the [superintendent OR principal] for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom.

[See Bullying, policy FDB, and policy FFI.]

Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE].

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

SERVICE/ASSISTANCE ANIMAL USE BY STUDENTS

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

STUDENTS IN THE CONSERVATORSHIP OF THE STATE (FOSTER CARE)

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

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

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

- Assist the student with the completion of any applications for admission or for financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including, subject to the availability of funds, arranging for the payment of any examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

STUDENTS WHO ARE HOMELESS

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, Dee Howard, at 512-847-2414.

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

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.
Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

**AIDING STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION OR 504 SERVICES**

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

**Special Education Referrals:**

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

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

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

**Contact Person for Special Education Referrals:**

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Stephanie Norris

Phone Number: 512-847-7567

**Section 504 Referrals:**

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

**Contact Person for Section 504 Referrals:**

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Stephanie Norris

Phone Number: 512-847-7567

**Additional Information:**

The following websites provide information and resources for students with disabilities and their families.

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

PARENTAL RIGHTS

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”]

Directory information includes: student name, address, telephone listing, date and place of birth, photograph, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, honors and awards received in school, most recent or previous school attended, and email address.

DIRECTORY INFORMATION FOR SCHOOL-SPONSORED PURPOSES

The district often needs to use student information for the following school-sponsored purposes:

- Academic competitions, honors, and/or awards
- Athletic competitions, honors, and/or awards
- For these specific school-sponsored purposes, the District would like to use your child’s name
- photograph
- video
- recorded voice (podcasts and broadcasts)
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- grade level
- honors and awards received in school

This information will not be released to the public without the consent of the parent or eligible student.

The information above would not apply to school sponsored publications i.e. newspaper, yearbook, newsletter, website, social media, etc.

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.
OBJECTING TO THE RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION (SECONDARY GRADE LEVELS ONLY)

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form has been attached to the back of this publication 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 campus office.

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. There are truly no days it is ok for a student to be absent. 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

Attendance Enforcement; Persons Age 19 or Older

Under §25.085(e), a person who voluntarily enrolls in or attends school after the person's 19th birthday is required to attend each school day for the entire period the program of instruction for which the student is enrolled is offered. This requirement is not enforceable through §25.093 or Chapter 65, Texas Family Code. However, if the person has more than five unexcused absences in a semester, the school district may revoke the person’s enrollment for the remainder of the school year subject to certain conditions.

Between ages 6 and 19

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

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

**Prekindergarten and Kindergarten**

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

**EXEMPTIONS TO COMPULSORY ATTENDANCE**

**All Grade Levels**

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and

- **For students in the conservatorship (custody) of the state,**
  - An activity required under a court-ordered service plan; or; or
  - Any other Court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

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

**Secondary Grade Levels**

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

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

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

- An early voting clerk, provided the district’s board of trustees has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences, and.
- An election clerk, if the student makes up any work missed.
An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

**FAILURE TO COMPLY WITH COMPULSORY ATTENDANCE**

**All Grade Levels**

School employees must investigate and report violations of the state compulsory attendance law. A student 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.

**Age 19 and Older**

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

**Between Ages 6 and 19**

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

A court of law may also impose penalties against a student’s parent if a school aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

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

**ATTENDANCE FOR CREDIT OR FINAL GRADE (K-12)**

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 attendance committee 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 attendance committee, 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:

- Exemptions to Compulsory Attendance will be considered extenuating circumstance for purposes of attendance for credit or the award of a final grade.
- The committee will attempt to ensure that it is in the best interest of the student.
- 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.
- District transfer students attendance will be monitored closely and may be grounds for loss of ability to attend WISD if absences are excessive.
- The attendance committee may file on students that have more than 3 unexcused absences in a 4 week period for failure to attend school.

PROCEDURES TO FOLLOW WHEN ABSENT FROM SCHOOL

Each and every day a student is absent from school, parents are required to contact the Attendance Office to report the student’s absence. Students who are absent must bring a written statement signed by a parent/guardian stating the reason for the absence and present it to the Attendance Clerk at least 15 minutes before school starts on the day they return to school or within 3 days of the absence. Parent notes must be written and signed by the parent or doctor’s office. In the event parental contact is not made and/or a note is not received, the absence is not excused.

Written verification for all absences is required regardless of verbal verification for attendance audit purposes. For students who have excessive absences, the administration may take legal action against the parent or guardian.

Absences will only be excused if the student provides written documentation and the absence is for the following reasons: doctors note, legal matters with a note from the appropriate authority, a verifiable death or serious life-threatening illness in the immediate family. Any other circumstances must be approved by the principal.

After three consecutive days of absence, a student must provide a written doctor’s note or see the school nurse for evaluation.

A written parent’s note will be accepted for excused absences through the third consecutive day of absence and then a written doctor’s note will be required. Chronic absenteeism may result in an attendance plan that requires all illness related absences be documented by a physician to be excused. Chronic absenteeism is defined as absences of 3 or more absences in a 4 week period, absences consisting of 10% of any one class or absences that accumulate to 10 or more in a 6 month period. Parents are encouraged to meet with a member of the attendance committee to contribute their unique perspective to an attendance plan if their student has chronic absenteeism.
DRIVER LICENSE ATTENDANCE VERIFICATION

For a student between the ages of 16 and 18 to obtain a driver license, you must present to the Texas Department of Public Safety (DPS) a Verification of Enrollment and Attendance (VOE Form CDD-104). This VOE form verifies the applicant is enrolled in a public school and has met at least the minimum attendance requirement of 90 percent in each class they are enrolled in for the semester. The VOE form is required for original and renewal applicants under the age of 18, and the student can obtain this form from the school Attendance Office. VOE forms are valid for 30 days after issuance in the spring and fall semesters and for 90 days during the summer.

LEAVING CAMPUS (ALL GRADE LEVELS)

Student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunity for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.
State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

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

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

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

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

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

ATTENDANCE SUPPORT PROCESS

Each campus has an attendance committee who review all student absences in accordance with state compulsory school attendance legislation and in the event a student’s attendance indicates chronic or excessive absenteeism. The committee may advise additional student support services and/or truancy prevention measures based on their review. Parents may also ask to meet with a committee member for questions about attendance or to seek support for a student’s attendance.

TARDIES

Many students go through a school term without ever being tardy (late) to class. For others, the habit of getting to class late has become a problem and wastes valuable class time. To have classes move smoothly with few disruptions, it is important for students to be on time. A student who is tardy will be subject to disciplinary action. The following rules apply:

1. Students are considered tardy if they are not in the classroom when the bell sounds.
2. Acceptable tardy excuses will be those granted by the teacher or administrator.
3. Car trouble, flat tires, waking up late, etc. are not valid excuses for first-period tardiness.
4. Students will be subject to disciplinary action upon the receipt of a second tardy. These will be cumulative throughout all classes within a six-week period.

MAKEUP WORK

Makeup Work Because of Absence

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student with an unexcused absence can make-up their assignments for a maximum grade of 70 in a time specified by the teacher.

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

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

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

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

In-school Suspension (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(LEGAL).]

ACADEMIC PROGRAMS

The school counselor provides students and parent’s information regarding academic programs to prepare for higher education and career choices. [For more information, see Academic Counseling and policies at EIF.]
Wimberley ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA;
- Information compiled by TEA for the submission of a federal report card.

Information about all of these can be found on the district’s website at [www.wimberleyisd.net](http://www.wimberleyisd.net). Hard copies of any reports are available upon request to the district’s administration office. TEA also maintains additional accountability and accreditation information at [http://www.texaschoolaccountabilitydashboard.org](http://www.texaschoolaccountabilitydashboard.org) and [http://www.tea.texas.gov](http://www.tea.texas.gov).

**Armed Services Vocational Aptitude Battery Test**

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

Please contact the principal for information about this opportunity.

**BULLYING**

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

- Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

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

The district is required to adopt policies and procedures regarding:
• Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

• Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

• Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student’s educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. **A student may anonymously report an alleged incident of bullying by use of P3 Campus App or WISD website https://www.p3campus.com/tipform.aspx?ID=7004**

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

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

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

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

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

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]
The Wimberley Independent School District has, and continues to develop, a career and technical education system that focuses on the skills required by business, industry, and adults for expanded occupational and educational opportunities. Several programs are available for students on all graduation plans. Graduation plans are listed in the current course schedule handbook available from the high school counselor's office. Admission is based on state guidelines for admission, Texas Education Agency requirements, grade levels, course prerequisites, and course requests.

It is the policy of the Wimberley Independent School District not to discriminate on the basis of race, color, national origin, gender, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended. Further, Wimberley Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

**CELEBRATIONS**

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

**CHECK ACCEPTANCE POLICY FOR FUNDRAISERS AND STUDENT FEES**

Wimberley ISD has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current, full and accurate name, address, and telephone number. In the event that your check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee. In the event that your check is returned for non-payment, checks may no longer be an acceptable form of payment for the remainder of the school year. Alternative forms of payment may be used instead of a check payment (cash, credit card, on-line payment).

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

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

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.
A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

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

http://www.childwelfare.gov/pubs/factsheets/signs.cfm
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).

[For further information, see policy EIC.]
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. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

CORPORAL PUNISHMENT

Wimberley ISD prohibits the use of corporal punishment in the district. Students shall not be spanked, paddled or otherwise physically disciplined for violations of the student Code of Conduct. [See Policy FO Local.]

DISRUPTIONS OF SCHOOL OPERATIONS

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

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

CELL PHONES OR OTHER ELECTRONIC DEVICES

The district permits students to possess cell phones or other electronic devices. However, if a student chooses to bring any phone or other personal electronics to school or a school event they do so at their own risk. The district is not responsible for lost or stolen devices. The district also reserves the right to restrict possession and use of these devices, i.e. phones are to be turned off and put away during the school day unless given permission by a specific instructor or administrator. Students refusing to comply with teacher directions will be subject to having their device taken by school personnel and disciplinary action.
A student who uses electronic devices inappropriately during the school day will have the device confiscated.

Confiscated 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.]

Any disciplinary action will be in accordance with the Student Code of Conduct.

**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 if it results in a substantial disruption to the educational environment or any student’s education. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content 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.

**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 leaving a social event before it ends will not be readmitted.**

**CAMPUSS BEHAVIOR COORDINATOR**

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

- **Ryan Wilkes**
  - Wimberley High School
  - 512-847-5729
- **Shad Scharlach**
  - Danforth Junior High School
  - 512-847-2181
- **Susan McDorman**
  - Jacob’s Well Elementary
  - 512-847-5558
- **SueAnna Thomas**
  - Scudder Primary School
  - 512-847-3407

**CONTAGIOUS DISEASES / CONDITIONS**

If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal to determine if the child must be excluded from school attendance and to insure 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 conditions that require school exclusion.

**CORRESPONDENCE COURSES**

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation.
COUNSELING

ACADEMIC COUNSELING

Elementary and Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements. In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

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 8–11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

PERSONAL COUNSELING

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, 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 drop by the school counselor’s office and make an appointment. As a parent, if you are concerned about your child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See Substance Abuse Prevention and Intervention and Suicide Awareness and Mental Health Support.]

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 or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2019-20 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.] The district will not honor a request by a parent to administer a test on a date other than the published dates. 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.

**Students in Grades 1–5**

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

**Students in Grades 6–12**

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.
The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office or at www.wimberleyisd.net [See policy FFH.]

**DATING VIOLENCE**

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student 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. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL)

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. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL)
In addition to dating violence as described above, two other types of prohibited harassment are described below.

**Sexual Harassment and Gender-Based Harassment**

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

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

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

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

**RETTALIATION**

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.

**HAZING**

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student directed against a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in a student organization whose members are or include other students if the act meets the elements in Education Code 37.151, including

Any type of physical brutality:

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

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

REPORTING PROCEDURES

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

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

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

INVESTIGATION OF REPORT

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. 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 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. In limited circumstances, a student in may also be eligible to enroll in a course through the TXVSN. 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.]

In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

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

The additional distance learning opportunities available to district students are through TXVSN and also by counselor and principal approval for Edgenuity, which is an online program that the school district uses for remediation, acceleration or credit recovery.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS (ALL GRADE LEVELS)

SCHOOL MATERIALS

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

The school newspaper and the yearbook are available to students.

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

See Directory Information for School-Sponsored Purposes.

NON-SCHOOL MATERIALS FROM STUDENTS

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

The principal has designated a literature distribution center outside of the school office as the location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]
A student may appeal a principal’s decision in accordance with policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal’s approval will be removed.

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

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

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

- **General Appearance**
  All students are required to wear a shirt or blouse; pants, skirts, or dress; and appropriate footwear at all times. Clothes must not disrupt school activities. Accessories and makeup must not be distracting or disrupt school activities. Clothing and footwear will be clean, neat, and in good repair. Gang-related attire and paraphernalia are not allowed. Pants with excessive holes or tears in them will not be acceptable and students wearing such clothing will be required to change (no holes are permitted above the fingertips when arms and fingers are fully extended at the sides of the student). Pants should be worn at the waist, must not ride below the hip, and must not be oversized or baggy. Pajama-type clothing and house slippers/shoes may not be worn unless it is a scheduled school spirit day. Also, shoes with wheels or rollers are not permitted on school property at any time. No undergarments or underwear shall be visible at any time. Students are required to adhere to these guidelines in the interest of good taste and modesty.

- **Extracurricular Activities: Guidelines for Dress**
  Extracurricular activities directors may make their own rules, in accordance with District policy, concerning dress and hair that is deemed necessary to insure that participants’ appearance and/or conduct will make a favorable impression at home or at out-of-town activities. The principal, in conjunction with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Appropriate undergarments should be worn at all times and not seen any time.

- **Earrings/Body Piercing**
  No earrings may be worn during the athletic periods. Pierced ears and a single nose piercing are permissible.
• **Facial Hair**

Facial hair is acceptable but must be kept well-trimmed and clean. If administration deems the facial hair unkempt and determines it necessary for a student to shave, a razor will be provided at school.

• **Attire**

For students in Grades 6-12, skirts must be longer than the middle fingertip with arms down at sides and with the fingers fully extended downward. Shorts must have a 5 inch in-seam for students in grades 6-12. For students in Grades preK-5, shorts must have a 3-inch inseam. Spandex or biker style shorts are prohibited.

Off the shoulder wear, strapless, spaghetti straps, muscle shirts and low cut attire are not permitted. Racer Back tops / dresses are not allowed. Sleeveless clothing is not permitted for male students. Females may wear sleeveless if the top is not too revealing (straps must be at least two inches in width). Clothing that is thin or sheer is inappropriate at school (Spandex, lace, see-through material, backless sun dresses, etc.). Appropriate undergarments are required. Shirts and tops must cover midriff at all times with no skin exposed. Shirts and dresses must be cut high enough so as not to show any part of the chest/breast area.

• **Leggings**

Leggings or pants that hug the leg must be covered by a top that extends past the middle fingertip.

• **Hats/Caps/Sunglasses**

No hats, caps, or non-prescription glasses/sunglasses are permitted.

• **Student hair guidelines**

Hair must be out of the eyes. Any student, whose hair is not well groomed, may be asked to shorten it or keep it well groomed. Any hairstyle that is deemed to be an excessive distraction by the administration will need to be altered in accordance with the administration’s direction. Mohawk hair styles (an uneven strip down the center of the head), or any style closely resembling a Mohawk (such as very narrow flat tops) will not be permitted at any campus. A flattop haircut is one length from ear to ear and is permissible. Extreme or unnatural hair colors are not permitted. If a student’s hair cut or hair color is deemed a distraction by the administration, a student will be asked to modify their hair.

• **Shoes with roller skates**

Shoes with wheels and skateboards are not permitted at school or school events and will be confiscated until the end of the semester.

• **Writing on clothing/Person**

Shirts, caps, jackets and other apparel and attire with writing that is in poor taste or that uses profanity will not be worn. The advertising of, or emblems of, alcoholic beverages, drugs, tobacco products, profanity, or emblems of seductive or sexually insinuating nature are considered in poor taste and are against school board policy. These will not be worn or displayed. Students shall not mark or draw on body parts or garments.

• **Final authority**

Final judgment in enforcing this policy and determining appropriate student attire will rest with the administration.
• **Consequences**

Students found to be in violation of the dress code guidelines may change into school-provided uniform (e.g., gym shorts or sweatpants, t-shirt) for the remainder of the school day. Students will not be permitted to go home to change into appropriate clothing.

Appropriate consequences will be assigned to students depending on the number of referrals.

**Elementary Campuses** - First offense – notify parents and get them to bring clothes or remedy hair situation immediately. Student is held in ISS until remedied. Restricted recess may be used for repeated offenses.

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**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 inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. A hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov [See UIL Texas for additional information on all UIL-governed activities.]

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

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

Extra-curricular sponsors of student clubs and performing groups will 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.

Drug testing goes into effect in 2016-2017 school year as outlined by WISD Drug Testing Policy.

Random Drug Testing is in effect for all students participating in UIL, extracurricular activities and other school sponsored organizations. Details of WISD’s Drug Testing Policy are found in policy FM and FO.

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 health and accident insurance.
Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
Personal apparel used in extracurricular activities that becomes the property of the student.
Parking fees and student identification cards.
Technology fee for use of computers, iPads, and/or chrome books—this fee safeguards equipment that students use and insures that in case of loss or accidental damage, the student is not responsible for the higher cost of replacement or repair.

- Fees for optional courses offered for credit that require use of facilities not available on district premises.

Fees for lost, damaged, or overdue library books.
Fees for optional courses offered for credit that require use of facilities not available on district premises.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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.

Wimberley ISD is judicious in setting fees. These fees are nominal, however we are keenly aware that some families are unable to afford them. In those cases, the District will negotiate a payment schedule or waiver.

These fees are in no way a prerequisite for registration at WISD.

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 Campus Principal. [For further information, see policy FP.]

**Athletic Fee** - Wimberley ISD requires an athletic fee from each student who is in athletics, or on a WISD athletic team, per WISD Board policy. The cost is $100 for the first student and $50 for each additional student with a maximum of $200 per family. This fee helps to pay for sports equipment, team uniforms, tournament entry fees, etc. and also provides your student with a 2018-2019 athletic pass which enables them to attend home athletic events for free by showing this card for admittance.

Since this is a required fee, if this fee is not paid by the end of the school year, the amount owed will be reflected in a payment due for your student at the beginning of the next school year. When your student pre-registers for the upcoming school year, or goes through graduation checkout this school year, we will require payment at that time, just as we would require payment for a lost textbook, lost tablet, or lost athletic uniform or equipment.

Payment can be made in a number of ways: cash, check written to WISD Athletics, or through the WISD website with a credit card. We will gladly work out a payment plan if this will better suit your needs.

**FUNDRAISING**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal at least 14 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.

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
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<tbody>
<tr>
<td>5</td>
<td>Grade 10 (Sophomore)</td>
</tr>
</tbody>
</table>

Revised Date: 10/08/2019
10  Grade 11 (Junior)
15  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.

Also see Report Cards/Progress Reports and Conferences for additional information.

GRADUATION

REQUIREMENTS FOR A DIPLOMA

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

Complete the required number of credits;
Meet attendance requirements;
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.

Requirements for a Diploma beginning with the 2014-2015 School Year:

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

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

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

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

**Foundation Graduation Program**

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A Personal Graduation Plan will be completed for each high school student, as described on page 52.

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

**Certificates of Coursework Completion**

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

**Students with Disabilities**

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.
A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

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

**Graduation Activities**

Graduation activities will include:

- Graduation Practice
- Graduation Ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student’s completion of all applicable requirements for graduation.

### HEALTH-RELATED MATTERS

#### STUDENT ILLNESS (ALL GRADE LEVELS)

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

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines it is in the best interest of the child or required by the state Health Department that the child should leave school, the nurse will contact the parent.

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

#### BACTERIAL MENINGITIS

State law 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.

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

HEAD LICE

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

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

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

PHYSICAL ACTIVITY REQUIREMENTS

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. For additional information on the district’s requirements and programs regarding elementary school student physical activity requirements, please see the principal.

Junior High

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

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

**SCHOOL HEALTH ADVISORY COUNCIL (SHAC)**

During the preceding school year, the district’s School Health Advisory Council held 4 meetings.
Additional information regarding the district’s School Health Advisory Council is available from the
school nurse, Darelle Jordan at 512-847-5729.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating
curriculum into a coordinated school health program encompassing issues such as school health services,
counseling services, a safe and healthy school environment, recess recommendations, improving student
fitness, mental health concerns, and employee wellness.
[See also policies at BDF and EHAA.]

[See [Removing a Student from Human Sexuality Instruction](#) for additional information.]

**STUDENT WELLNESS POLICY/Wellness Plan (All Grade Levels)**

Wimberley ISD is committed to encouraging healthy students and therefore has developed a board-
adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the
policy. You are encouraged to contact Darelle Jordan with questions about the content or implementation
of the district’s wellness policy and plan.

**OTHER HEALTH-RELATED MATTERS**

**Physical Fitness Assessment**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are
enrolled in physical education course for which physical education credit is awarded. At the end of the
school year, a parent may submit a written request to the campus physical education teacher or principal,
or the district athletic director’s office 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 campus administrator for the campus concerned. [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 works diligently to maintain compliance with federal and state law governing asbestos in
school buildings. A copy of the district’s Asbestos Management Plan, is available in the superintendent’s
office. If you have any questions, or would like to examine the district’s plan in more detail, please contact Eddie Campbell, Director of Maintenance at 512-847-2995.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact Eddie Campbell, the district’s IPM coordinator, at 512-847-2995.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 1493 47, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement. [For further information, see policy FFAB (LEGAL) and the TDSHS website: Texas School & Child Care Facility Immunization Requirements]

The chart on the next page shows the immunizations that are in affect for the 2018-19 school year.
### HSR 7 Reference Guide

**Immunization Requirements 2018-19 School Year**

#### Kindergarten – Sixth Grade

- **3 years old and 4 year old pupils (PRE K)**
  - 4 doses of DTP, DTaP, DT<br>
  - 3 doses of Polio<br>
  - 1 dose of MMR, on/after 1st birthday<br>
  - 3 doses of Hib with the 3rd dose given on/after 1st birthday and at least 2 months since dose #2 OR 1 dose on/after 15 months of age<br>
  - 4 doses of PCV, with one given after 1st birthday OR 1 dose on/or after 24 months of age<br>
  - 3 doses of Hepatitis B<br>
  - 1 dose of Varicella on/after 1st birthday (if the child has NOT had chickenpox)<br>
  - 2 doses of Hepatitis A on/after 1st birthday (must allow 18 months between doses*)

- **Note:** This Reference Guide is subject to change depending on immunization requirement changes made by DSHS after the revision date.

#### Seventh Grade

- 3 doses of DTP, DTaP, DT, Td, Tdap with one on/after 4th birthday, AND 1 dose of Tdap within the last 5 years. Td is acceptable in lieu of Tdap if a contraindication to pertussis exists.<br>
- 4 doses of Polio with one on/after 4th birthday OR 3 doses if one dose is on/after 4th birthday<br>
- 2 doses of Measles, 1 dose of Mumps and 1 dose of Rubella on/after 1st birthday<br>
- 3 doses of Hepatitis B<br>
- 2 doses of Varicella on/after 1st birthday (if the child has NOT had chickenpox)<br>
- 1 dose of Meningococcal

#### Eighth – Twelfth Grade

- 3 doses of DTP, DTaP, DT, Td, Tdap with one on/after 4th birthday, AND 1 dose of Tdap is required within the last 10 years. Td is acceptable in lieu of Tdap if a contraindication to pertussis exists.<br>
- 4 doses of Polio with one on/after 4th birthday OR 3 doses if one dose is on/after 4th birthday<br>
- 2 doses of Measles, 1 dose of Mumps and 1 dose of Rubella on/after 1st birthday<br>
- 3 doses of Hepatitis B<br>
- 2 doses of Varicella on/after 1st birthday (if the child has NOT had chickenpox)<br>
- 1 dose of Meningococcal

This chart summarizes the vaccine requirements in Title 25 Health Services, §§ 97.61-97.72 of the Texas Administrative Code. This chart is not intended as a substitute for consulting the Texas Administrative code, which has other provisions and details. [http://info.sos.state.tx.us/ph/pub/readacroText/viewTAC?ac_view=5&is=25&pt=1&ch=97&sp=loHkrteY](http://info.sos.state.tx.us/ph/pub/readacroText/viewTAC?ac_view=5&is=25&pt=1&ch=97&sp=loHkrteY)

*The recommended interval for Hepatitis A vaccine between dose #1 and dose #2 is 6-18 months. School nurses or officials cannot require dose #2 until at least 18 months have passed since dose #1.

***All vaccine doses administered up to and including 4 days before the minimum interval of age will satisfy school entry immunization requirements.

1 Serologic confirmation of immunity to Measles, Mumps, Rubella, Hepatitis B, Hepatitis A, or Varicella or serologic evidence of infection is acceptable in place of vaccine.

2 Other schedules may apply.

2.2 doses of adult formulation Hepatitis B (recombivax) administered to a child 11-15 years old are acceptable if manufacturer and mL are clearly documented.

2.2.2 Two doses of Varicella are required if student received the first dose on or after 13 years of age. Previous Chickenpox illness may be documented with a written statement from a physician, school nurse, or the child's parent or guardian containing wording such as: "This is to verify that (name of student) had Varicella disease (chickenpox) on or about (date) and does not need Varicella vaccine." This written statement will be acceptable in place of any and all Varicella vaccine doses required.

3 Doses of DTaP/Polio administered the month of or prior to the 4th birthday are acceptable for students in 12th grade (students enrolled in school prior to 8/1/04).

4 Polio vaccine is not required for students 18 years or older.
LAW ENFORCEMENT AGENCIES

QUESTIONING OF STUDENTS

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

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

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

The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

STUDENTS TAKEN INTO CUSTODY

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

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

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

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

Note that under Education Code 37.0012(d), the campus behavior coordinator must notify a student’s parent when a student is taken into custody by a law enforcement officer when the reason is related to Subchapter A of Chapter 37 of the Education Code (Alternative Settings for Behavior Management).
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).]

MEDICINE AT SCHOOL

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

The district will not purchase nonprescription medication to give to a student.

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

Only authorized employees, in accordance with 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 and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.
In accordance with a student’s individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF (LEGAL).]

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

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

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

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

**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, Wimberley Independent School District 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: Asst Superintendent/Title IX, Dee Howard, 512-847-2414.

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Special Education Director and 504 Coordinator, Stephanie Norris, 512-847-7567.
All other concerns regarding discrimination: See the Assistant Superintendent for Curriculum and Instruction, 512-847-2414.

[See policies FB, FFH, and GKD.]

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child’s academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer.
- 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.
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parking Lot

Vehicles parked on school property are under the jurisdiction of the District. Searches of vehicles may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District policy, the criminal code, or that pose a threat to the safety and welfare of the student or other students, whether or not the student is present. A student has full responsibility for the security and contents of his or her vehicle and must make certain that it is locked and that the keys are not given to
others. Students in Grades 9-12 driving vehicles on campus are expected to drive at a slow speed (10 mph) and to park cars in designated areas. Students/parents will not park cars in fire lanes, "no parking" zones, or across the designated parking lanes. Violators will be subject to disciplinary action and/or towing. The campus driving privileges may be revoked for violations pertaining to inappropriate driving behavior. Upon arriving at school, students will immediately vacate their cars and the parking lot. Students in the parking lot during the day without permission will be subject to disciplinary action.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag will be recited. Parents may submit a written request to the principal to excuse their child from reciting a pledge. State law requires one minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL) for more information.]

PRAYER/MEDITATION

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 grades 1-5, promotion is based on an overall average grade of 70 or more in language arts (including reading) and math. For students in grades 6-8, all core subject areas shall be passed with a grade of 70 or above in order to promote to the next grade level.

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 and Math.

If a student in grade 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered 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 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.

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. A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation. [For additional information, see the campus counselor or principal and policy EIF (LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

**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 six weeks. Grades K-5 will be on a 9-week grading period.

At the end of the first three weeks of a grading period, parents will be given a written progress report on the child’s performance in any course/subject area. If the student receives a grade lower than 70 in any grading period, the parent will be requested to conference with the teacher.

Teachers follow grading guidelines that have been approved by superintendent pursuant to the WISD 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.]

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

The district uses an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

**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.

In keeping with most school districts and agencies in Hays County, Wimberley ISD will be using the STANDARD RESPONSE PROTOCOL. Schools will have drills several times a year.
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 command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

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 or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real time or automated messages. **It is crucial to notify your child’s school when a phone number previously provided to the district has changed.**

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Phone call, via cell or LAN Line or both, e-mail and text messaging.

**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. Arrival time may vary campus to campus. Please ask your campus administration for your student’s campus time.

School Cafeteria – all four campuses

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 School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.
Free and reduced-price meals are available based on financial need or household situation. Information about a student’s participation is confidential; however, disclosure of a student’s eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district’s child nutrition programs. A student’s name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children’s health insurance program (CHIP) unless the student’s parent notifies the district that a student’s information should not be disclosed. A parent’s decision will not affect the child’s eligibility for free and reduced price meals or free milk. See Mary Tefertiller or WISD website https://www.mealappnow.com/manwim/splash.php to apply for free or reduced price meal services.

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

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 during the school day with a teacher permit.

MEETINGS OF NON-CURRICULUM-RELATED GROUPS

Student-organized, student-led non-instructional-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.

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

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

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

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

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

[See policy FNF (LEGAL) for more information.]

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

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 Dee Howard, Assistant Superintendent for Curriculum and Instruction.

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the 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)  
Grades 3-8

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

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

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

STAAR Alternate 2, for students receiving special education services, will be available for eligible students, as determined by the student’s ARD committee. An ARD committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math.

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

END-OF-COURSE (EOC) Assessments for Students in Grades 9–12

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments will be required for graduation.

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

STAAR 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.

Also see Course Credit, Grading Guidelines, and Graduation for additional information.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Beginning in fall 2014, all Texas public colleges and universities will begin administering a new TSI assessment, which will assist as one of several factors in determining whether the student is considered ready to enroll in college-level courses or whether the student needs to enroll in what is termed developmental education courses prior to enrollment in college level courses.

STEROIDS

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

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

STUDENTS IN PROTECTIVE CUSTODY (FOSTER CARE)

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

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

Please contact Darelle Jordan, who has been designated as the district’s liaison for children in the conservatorship of the state, at 512-847-5729 with any questions.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: football games, school announcements and volleyball games as designated in FNA (LOCAL). Students are eligible to introduce these events if they meet criteria in FNA (LOCAL) in the district policy. The student must be a junior or senior in high school and hold a position of honor in a school based organization.
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’s secretary. Names for event speakers will be randomly drawn for participation.

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).]

**SUBSTANCE ABUSE AND INTERVENTION (ALL GRADE LEVELS)**

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

**SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT**

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

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

**SUMMER SCHOOL**

It is strongly recommended that students attend summer school for the purposes of remediation, to strengthen themselves in areas where they are weak, and/or to take courses they cannot take during the regular term because of crowded schedules. At certain grade levels summer school may be required if a student has not passed certain assessments or is not reading on grade level.

If a kindergarten, first grade, or second grade student is assigned to an accelerated reading instruction program, under state law, attendance in the reading program is compulsory. Parents will be notified in writing if their child is assigned to this program as a result of the reading diagnostic assessment. (See EHBC Legal).

Prior written approval is required for any summer school work to count toward graduation.

Further information regarding summer school will be published prior to registration for summer school and will be available from the counselor.
Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district’s network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

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

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.

TRANSCRIPTS

A student may request a copy of his/her transcript at any time through the Registrar’s office. There is a $3.00 fee per transcript that must be paid in advance. Allow 2 days per transcript for processing. The school will provide each senior one final transcript at no cost. All transcript requests must be made in writing. Due to the privacy regulations, parents/spouses may not obtain transcripts for adult students (age 18 and older), unless the student provides written authorization and picture identification.

TRANSFERS

See Admission in to District for more detail.

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

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Wimberley ISD Transportation Department at 512-847-2781.

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:

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

STUDENTS MUST WEAR SEATBELTS while riding school buses and other school vehicles.

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

VANDALISM

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

VIDEO CAMERAS

For safety purposes, video/audio equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.
The principal will review the video/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

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

VISITORS TO THE SCHOOL

GENERAL VISITORS

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

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

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

Unauthorized Persons

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

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

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

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups
The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.
Career Day
The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)
We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact Tracey Ramsey 512-847-2414 for more information and to complete an application.

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.

Chronic absenteeism means that a student has been absent for ten percent or more of classes or school days for any reason, excused or unexcused, when enrolled for more than ten days.

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with
students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

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

**Excessive absenteeism** means a student who is missing twenty percent or more of classes or school days for any reason.

**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.

**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.

**STAAR** is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.
STAAR A – is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the 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 10 and 11 and required for graduation for students at these grade levels.

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.

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**Appendix:**

**Freedom from Bullying Policy**

*Note to Student Handbook developer: State law requires that the district’s policy on bullying be distributed in its Student Handbook(s). The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.*
Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit https://pol.tasb.org/Policy/Download/620?filename=FFI(LOCAL).pdf

Student Welfare: Freedom from Bullying
Policy FFI(LOCAL) adopted on [board adoption date]
Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited
The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

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

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

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

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

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

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

Employee Report
Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
<table>
<thead>
<tr>
<th>Report Format</th>
<th>A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice of Report</td>
<td>When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.</td>
</tr>
<tr>
<td>Prohibited Conduct</td>
<td>The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.</td>
</tr>
<tr>
<td>Investigation of Report</td>
<td>The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.</td>
</tr>
<tr>
<td>Concluding the Investigation</td>
<td>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</td>
</tr>
<tr>
<td>Notice to Parents</td>
<td>If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.</td>
</tr>
<tr>
<td>District Action</td>
<td>If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.</td>
</tr>
<tr>
<td>Discipline</td>
<td>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</td>
</tr>
</tbody>
</table>
The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

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

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

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

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

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

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

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

Access to Policy and Procedures
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.
Electronic Communication and Data Management
Guidelines, 2017-2018

The Superintendent or designee will oversee the District’s electronic communications system.

The District will provide training in proper use of the system and will provide all users with copies of acceptable use guidelines. All training in the use of the District’s system will emphasize the ethical use of this resource.

Children’s Internet Protection Act

The Wimberley Independent School District currently utilizes the Region XIII Education Service Center for Internet access. This Internet access has filters in place to provide Internet safety for minors that protects against access through such computers to visual depictions that are:

- Obscene;
- Pornographic; or
- May be harmful to minors; and

is enforcing the operation of such technology protection measure during any use of such computers by minors; and ha in place a policy of internet safety that includes the operation of a technology protection measure with respect to any of its computers with internet access that protects against access through such computers to visual depictions that are obscene; or child pornography, and its enforcing the operation of such technology protection measure during any use of such computers.

Please refer to CQ (LEGAL) and CQ (LOCAL) for all Wimberley ISD Policies on Electronic Communication and Data Management.

CONSENT REQUIREMENTS

Copyrighted software or data may not be placed on any system connected to the District’s system without permission from the holder of the copyright. Only the owner(s) or individuals(s) the owner specifically authorizes may upload copyrighted material to the system.

No original work created by any District student or employee will be posted on a web page under the District’s control unless the District has received written consent from the student (and the student’s parent) or employee who created the work.

No personally identifiable information about a District student will be posted on a web page under the District’s control unless the District has received written consent from the student’s parent. An exception may be made for “directory information” as allowed by the Family Education Records Privacy Act and District Policy.

SYSTEM ACCESS

Access to the District’s electronic communications system will be governed as follows:

- As appropriate and with the approval of the immediate supervisor, District employees will be trained and be granted access to the District’s system.
- Students in grades K through twelve will receive instruction on the use of the internet after student and parent sign The Student Agreement for Acceptable Use of the Electronic Communication System form to be given at the campus level. Students will then be granted access to the District’s system.
- Any system user identified as a security risk or as having violated District and/or campus computer use guidelines may be denied access to the District’s system.
INDIVIDUAL USER RESPONSIBILITIES FOR ON-LINE CONDUCT

The following standards will apply to all users of the District’s electronic information / communications systems:

1. The individual in whose name a system account is issued will be responsible at all times for its proper use.
2. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District policy or guidelines.
3. Students may not distribute personal information about themselves or others by means of the electronic communication system.
4. System users must purge electronic mail periodically to ensure proper use of system.
5. System users may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, District policy, and administrative regulations.
6. System users may upload public domain programs (such as WinZip, Acrobat Reader, and Real Player) to the system. System users may also download public domain programs for their own use or may noncommercial redistribute a public domain program, freeware or shareware.
   a. Public Domain – programs or files that carry no copyright. There are no limits on their redistribution or modification
   b. Freeware – programs or files that are free to you, but not to sell or modify. The author retains the copyright.
   c. Shareware – programs or files that allow you to road test the program for a short evaluation period and then either pay the author a small fee or erase the program from your computer. The author retains all copyrights.
7. System users may not send or post messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or that are illegal.
8. System users may not purposefully access materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or that are illegal.
9. System users should be mindful that use of school-related electronic mail addresses might cause some recipients or other readers of that mail to assume they represent the District or school, whether or not that was the user’s intention.
10. System users may not waste District resources (paper in printer, disk space, bandwidth…) related to the electronic communications system.
11. System users may not gain unauthorized access to resources or information.

VANDALISM PROHIBITED

Any malicious attempt to harm or destroy District equipment, data, data of another user of the District’s system, or any of the agencies or other networks that are connected to the internet is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses. Vandalism, as defined above, will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences.

FORGERY PROHIBITED

Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users, deliberate interference with the ability of other system users to send/receive electronic mail, or the use of another person’s user ID and/or password is prohibited.
INFORMATION CONTENT / THIRD-PARTY SUPPLIED INFORMATION

System users and parents of students with access to the District’s system should be aware that use of the system may not provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material. A system user who gains access to such material must discontinue the access as quickly as possible and to report the incident to the supervising teacher or supervisor or user will be subject to disciplinary action. A student knowingly bringing prohibited materials into the school’s electronic environment will be subject to suspension of access and/or revocation of privileges on the District’s system and will be subject to disciplinary action. An employee knowingly bringing prohibited materials into the school’s electronic environment will be subject to disciplinary action.

PARTICIPATION IN CHAT ROOMS AND NEWSGROUPS

Students are prohibited from participating in any chat room or newsgroup accessed on the Internet or network.

In accordance with District policies, chat rooms and newsgroup participation is permissible for employees for educational purposes. Employees are encouraged to access these resources before or after school to prevent strain on network resources.

DEVELOPMENT AND PUBLISHING OF WEB PAGES

The Wimberley Independent School District hereby reserves the right to implement the following guidelines for the development and publishing of web pages:

Careful thought should be given to the purpose of a school’s website. Websites should be primarily academic in nature. They can also serve to support our educational programs by informing our community about events and activities and reflect the unique personality of each school.

1. These criteria must be considered when posting material to a web page:
   a) The appropriateness of the pages in relation to the objectives of the class
   b) The representation as it appears for the Wimberley Independent School District
   c) The demand on the District’s web administrator to upload web pages

2. Roles of the developers of the web pages:
   a) Web Advisor: Designated faculty or staff person responsible for material and content published on the school website.
   b) Web Master: Student(s) designated by the web advisor to act as managing editor for school website. Equivalent to editor of school newspaper. Web master will be responsible to gather all Copyright Permission Letters from the Web team and turn them in to the Web Site Administrator before publishing.
   c) Web Proofreader: Student who has been designated to proofread all of the web pages including the links used in the web pages.
   d) Web Site Administrator: Teacher or Campus Technology Coordinator is responsible for all campus web pages placed on the Internet.
   e) Web Team: Team of students under the direction of web advisor who are responsible for establishing and maintaining school web site. The typical team will include student web master, writers, designers, web proofreaders, graphic artists and technicians.

3. A faculty member shall serve as web advisor to the web team involved in the writing.
producing and/or Internet distribution of the website. In addition, the web advisor will identify a web proofreader who will proofread all the pages before they are submitted by the student Webmaster to the site Webmaster.

4. All web pages must be in compliance with federal copyright laws. Permission of the originator is needed to publish information, graphs or photographs on your site. Making a link to another site does not require permission, although as a courtesy, you should inform the linked site and suggest reciprocal link if appropriate.

5. Student and parent, prior to the publishing of the pages, must sign a permission form granting permission for work to be published. These forms must be turned in to the web site administrator.
   Web pages designed by employees to communicate school business to parents (such as homework assignments, fundraisers, etc.) should be posted to the Wimberley ISD server rather than on a personal web page.

6. Web pages created by employees belong to the District even after their job terminates. The District or site web administrator may shut down web pages that use excessive system resources or network bandwidth.

7. Web team will be responsible for maintenance of the site. Maintenance includes, but is not limited to, timely updating of information, periodic checks of external links, posting approved pages to the District server and design site to accommodate new pages.

8. The web advisor is ultimately responsible for making sure site conforms to all requirements of District guidelines. Web advisor will be responsible for all content and subject matter posted on the school’s/District’s website.

9. All pages for publishing should be reviewed by web advisor to insure correct content and/or quality of published material. This includes all links from the page directing viewers to an external site.
   Content concerns include the following:
   a) Appropriate information for a school site
   b) Appropriate links to outside sources
   c) Personal pages are not permitted
   Subject matter concerns:
   a) Content appropriate material
   b) Student work posted with permission by student and parent
   c) Student work does not reveal family or personal details that may be construed as invasion of privacy for student or family members
   Accuracy concern:
   a) Correct spelling
   b) Correct grammar and punctuation
   c) Correct dates, times and locations

10. Personal student identification on school web pages should follow these guidelines:
   - When appropriate, first initials and last names or first names along with initial of last name should be used. Complete first and last name can be listed with parent permission.
   - Student pictures should be avoided unless written parental permission is received. Group pictures are best, with reference to teacher’s class rather than individual names.
NETWORK ETIQUETTE

System users are expected to observe the following network etiquette:

1. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
2. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory languages are prohibited.
3. Pretending to be someone else when sending / receiving messages is considered inappropriate.
4. Transmitting obscene messages or pictures is prohibited. Using the network in such a way that would disrupt the use of the network by other users is prohibited.

TERMINATION / REVOCATION OF SYSTEM USER ACCOUNT

Termination of an employee’s or a student’s access for violation of District policies or regulations will be effective on the date the principal or District coordinator receives notice of student withdrawal or of revocation of system privileges, or on a future date if so specified in the notice.

DISCLAIMER

The District’s system is provided on an “as is, is available” basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user’s requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse or the District's electronic communications system.