**Acknowledgment of Electronic Distribution of  
Student Handbook**

My child and I have been offered the option to receive a paper copy or to electronically access at www.wildorado.net the Wildorado ISD Student Handbook and ***Student Code of Conduct*** for 2012–2013.

I have chosen to:

🞎 Receive a paper copy of the Student Handbook and ***Student Code of Conduct***, Title I Compact & Title I Policy

🞎 Accept responsibility for accessing the Student Handbook by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the ***Student Code of Conduct***. If I have any questions regarding this handbook or ***Code***, I should direct those questions to the principal at 426-3317 or troy.duck@region16.net.

Printed name of student:

Signature of student:

Signature of parent:

Date:

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

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

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

This means that the district must give certain personal information (called “directory information”) about your child to any person who requests it, unless you have told the district in writing not to do so. The district is providing you this form so you can communicate your wishes about this issue.

Wildorado ISD has designated the following information as directory information:

* Student’s name
* Address
* Telephone listing
* E-mail address
* Photograph
* Date and place of birth
* Major field of study
* Degrees, honors, and awards received
* Dates of attendance
* Grade level
* Most recent school previously attended
* Participation in officially recognized activities and sports
* Weight and height, if a member of an athletic team
* Enrollment status
* Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

**Parent: Please circle one of the choices below:**

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

Parent signature Date

**NOTICES TO PARENTS**

**Statement of Nondiscrimination**

In its efforts to promote nondiscrimination, Wildorado ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with 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.

The superintendent, Mr. Troy Duck, has been designated to coordinate compliance with these legal requirements:

* Title IX, for concerns regarding discrimination on the basis of gender.
* Section 504, for concerns regarding discrimination on the basis of disability.
* All other concerns regarding discrimination.

[See FB(LOCAL) and FFH(LOCAL)]

**Asbestos Management Plan**

The district’s Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, is available in the superintendent’s office. If you have any questions, please contact Steve Roark.

**Pest Management Plan**

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child’s school assignment area may contact Steve Roark.

**Additional Notices**

Other important notices in the Student Handbook cover the following topics:

* Student participation in a survey, analysis, or evaluation;
* Requesting the professional qualifications of teachers and staff;
* Requesting a transfer of your child to a safe public school;
* Assistance to students who have learning difficulties;
* Student records;
* Bacterial meningitis;
* Homeless students; and
* School lunch programs.

Please take some time to review these notices and other important information contained in the Student Handbook.

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# PREFACE

To Students and Parents:

Welcome to school year 2012–2013! 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 Wildorado ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

**Section I**—REQUIRED NOTICES AND INFORMATION FOR PARENTS—with notices that the district must provide to all parents, as well as other 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; and

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

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

Both students and parents should become familiar with the Wildorado ISD ***Student Code of Conduct***, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook and posted on our website, www.wildorado.net.

The Student Handbook is designed to be in harmony with board policy and the ***Student Code of Conduct***. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

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

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

Also, please complete and return to your child’s campus the following required forms provided in the forms packet accompanying this handbook:

1. Parental Acknowledgment Form;
2. Student Directory Information Form;

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review in the school office.

# SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Wildorado Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

## STATEMENT OF NONDISCRIMINATION

In its efforts to promote nondiscrimination, Wildorado ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with 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.

The following district staff member has been designated to coordinate compliance with these legal requirements:

* Title IX Coordinator, Section 504 Coordinator, and for any concerns regarding discrimination contact Troy Duck, Superintendent.

## PARENTAL INVOLVEMENT

### Working Together

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

* Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
* Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
* Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.
* Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
* Monitoring your child’s academic progress and contacting teachers as needed.
* Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 806-426-3317 for an appointment. The teacher will usually return your call or meet with you during her conference period or before or after school.
* Becoming a school volunteer. For further information, see policies at GKG and contact a teacher or Mr. Troy Duck.
* Participating in the Parent-Teacher Organization. Contact Tiffany Fowler at 426-7381.
* Serving as a parent representative on the district planning committee, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact Mr. Duck
* Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction.
* Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

## PARENTAL RIGHTS

### Obtaining Information and Protecting Student Rights

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

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

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

### “Opting Out” of Surveys and Activities

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

* Any survey concerning the private information listed above, regardless of funding.
* School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
* Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

### Inspecting Surveys

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

### Requesting Professional Qualifications of Teachers and Staff

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

### Reviewing Instructional Materials

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

### Displaying a Student’s Artwork and Projects

The district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, and the like on the district’s Web site, in printed material, by video, or by any other method of mass communication.

### Accessing Student Records

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

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

### Granting Permission to Video or Audio Record a Student

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

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

### Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

### Removing a Student Temporarily from the Classroom

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

### Removing a Student from Human Sexuality Instruction

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

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

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

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

Wildorado Elementary uses the 5th grade puberty education program called “Always Changing-About You.” The program is presented to girls and boys separately by the school nurse, and teaches them about the physical and emotional changes the experience during puberty, the importance of personal hygiene, and the physiology of their bodies and correct terminology for parts of the reproductive system.

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

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

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

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

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

### Requesting Notices of Certain Student Misconduct

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

### Requesting Transfers for Your Child

As a parent, you have a right to the following transfer requests, however; Wildorado ISD is a single-attendance zone district with only one classroom per grade level:

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

### Requesting Classroom Assignment for Multiple Birth Siblings

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

## OTHER IMPORTANT INFORMATION FOR PARENTS

### Parents of Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time.

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

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

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Mr. Duck at 426-3317.

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

### Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district.

### Services for Title I Participants

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Mr. Duck and may be contacted at 426-3317 or troy.duck@region16.net.

### Student Records

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

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

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

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

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

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

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

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

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

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG(LEGAL),

The district’s policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the superintendent’s office.

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

**Please note:**

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

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

### Directory Information

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

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year.

### 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/>.

# SECTION II: 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 conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue.

## ABSENCES/ATTENDANCE

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

### Compulsory Attendance

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

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

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

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

### Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

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

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

### Failure to Comply with Compulsory Attendance

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

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

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

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

### Attendance for Credit

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

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

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

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

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

### Parent’s Note After an Absence

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

### Doctor’s Note After an Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. [See FEC(LOCAL).]

## AWARDS AND HONORS

## Students at Wildorado Elementary are eligible for many awards. Some of these are:

* 6th grade Valedictorian and Salutatorian, awarded to the students with the highest and second highest grade average during the 6th grade year. All graded classes count.
* Accelerated Reader prizes/activities for meeting point and score goals
* A (only A’s in all classes) or A/B Honor Roll
* Spelling Bee (local and county)
* Perfect/Good Attendance
* Band/Music Awards
* PE Awards
* Outstanding subject-area student
* President’s Academic Awards
* 6th Grade/Kindergarten Diploma

## BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student’s property, places a student in fear of harm to himself or his property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI(LOCAL).]

## CHILD SEXUAL ABUSE

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

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

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

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

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

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

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

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

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

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

Reports may be made to:

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

## COMPLAINTS AND CONCERNS

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

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

## COMPUTER RESOURCES

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

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

## CONDUCT

### Applicability of School Rules

As required by law, the board has adopted a ***Student Code of Conduct*** that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the ***Student Code of Conduct***. Students and parents should be familiar with the standards set out in the ***Student Code of Conduct***, as well as campus and classroom rules.

### Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the ***Student Code of Conduct*** and policy FO(LOCAL) in the district’s policy manual. Corporal punishment will be administered by the superintendent or by a designee during a multi-day absence of the superintendent. An attempt will be made to contact the parent prior to spanking a student. This contact will be to inform the parent of the intent to administer and the reason for the punishment. We appreciate your support in our endeavor to teach children appropriate behavior.

### Disruptions

As identified by law, disruptions include the following:

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

### Telecommunications Devices, Including Mobile Telephones

Students are not to possess cellular telephones during regular school. If a parent believes that a child needs to have a phone for a specific reason, the phone should be checked in with the first convenient school employee the child comes in contact with (i.e. bus driver, cafeteria monitor, teacher, etc.). The phone will be returned to the student when he/she leaves the custody of the last school employee to supervise the student that day. On school trips, a teacher’s, bus driver’s, or superintendent’s cell phone will be available for students to use if they need to contact parents.

A student who uses a telecommunications device during the school day shall have the device confiscated. The parent may pick up the confiscated telecommunications device from the principal’s office. No fee will be charged and the telephone will not be disposed of.

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

### Other Electronic Devices

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

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

### Inappropriate Use of Technology

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the ***Student Code of Conduct*** and may, in certain circumstances, be reported to law enforcement.

## CONTAGIOUS DISEASES / CONDITIONS

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

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

## COUNSELING

### 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 talk to a trusted school employee, including teacher, superintendent, or business manager, or the counselor directly. An appointment will be arranged.

### Psychological Exams, Tests, or Treatment

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

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

## 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 (this means grade level promotion for elementary students) for which the student has had no prior instruction. The district does not have specific dates, but will arrange testing dates as required by parent requests.

A student will earn credit with a passing score of at least 90 on the exam.

If a student plans to take an exam, the parent must register with the principal no later than 30 days prior to the scheduled testing date.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

### Dating Violence

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

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

### Discrimination

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

### Harassment

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

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

### Sexual Harassment

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

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

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

### Retaliation

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

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

### Reporting Procedures

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

### Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

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

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

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

## DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

### School Materials

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

### Nonschool Materials...from students

Students must obtain prior approval from the superintendent 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 nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated the trophy case and/or the bulletin board in the foyer as the location for approved nonschool 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 nonschool material without prior approval will be subject to disciplinary action in accordance with the ***Student Code of Conduct***. Materials displayed without the principal’s approval will be removed.

### Nonschool Materials...from others

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

Prior review will not be required for:

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

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

## DRESS AND GROOMING

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

* Students’ clothes must be modest and age-appropriate. Students wearing skirts or dresses must wear bloomers or shorts during recess.
* Short are acceptable and must be tailored without frayed edges and be at least finger-tip length. Spandex biker shorts or loose fitting, high-cut wind shorts will not be allowed.
* Appropriate running or athletic (tennis) shoes must be worn during PE class. Standard footwear must be worn during school hours.
* Clothing must not depict images of drugs, alcohol, tobacco, violence, profanity, sexual innuendo, Satanism, gang-related messages, or other subjects that are considered objectionable by the teacher or superintendent, or that cause unnecessary disruption of the learning environment.
* Hair must be cut and groomed to conservative, local standards. Extreme or unnatural colors are not considered appropriate for elementary age students. Hair that is bleached or dyed in an odd manner, such as with spots or that shows a design is not acceptable.
* Pants must be worn on the natural waistline and must not be too large (baggy) or too tight. Untucked shirts should not extend below the natural crotch.
* Tank tops or muscle shirts are not acceptable unless a T-shirt is worn underneath, such as under a basketball jersey. Button-type shirts should be worn appropriately buttoned.
* Hats or caps should not be worn in the building.
* Earrings are not allowed on boys. Jewelry worn in piercings other than in the ears of girls is not allowed.
* Students and their clothing must be clean and free of unpleasant odors. Daily bathing and application of deodorant (if age appropriate) will improve a student’s social acceptability and make school a more pleasant and profitable experience.

## EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Elementary grade athletic competition is not governed by the UIL, but Wildorado Elementary will enforce a no-pass, no-play policy for all athletic events. Grades will be checked for all participants for all graded classes the day prior to any game or tournament. Students must have a grade of 70% or higher to participate in that game or tournament. This method will encourage students to keep up with their assignments and correct any low grades.

The district UIL Academic competition is governed by UIL rules. Students who are passing all classes at the end of a 6-weeks grading period are eligible for participation for the entire 6-weeks following. Students who fail one or more classes will be ineligible for at least 3 weeks. If the ineligible student is passing all classes on his/her 3-week progress report, he/she becomes eligible for the remainder of the 6-week grading period.

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

## FEES

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

* Costs for materials for a class project that the student will keep.
* Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
* Security deposits.
* Personal physical education and athletic equipment and apparel.
* Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
* Voluntarily purchased student accident insurance.
* Personal apparel used in extracurricular activities that becomes the property of the student.
* Fees for lost, damaged, or overdue library books.

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 superintendent. [For further information, see policies at FP.]

## FUND-RAISING

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

## GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

## HEALTH-RELATED MATTERS

### Physical Activity for Students in Elementary School

In accordance with policies at EHAB, EHAC, EHBG, the district will ensure that students in full-day prekindergarten through grade 6 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

### School Health Advisory Council

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

### Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–6. The results will be sent to the parents of each student.

### 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 elementary students this generally means that students may not access vending machines until school is dismissed for the day (3:45 pm). Students or adults other than the child’s parent may not distribute restricted items, such as sodas or candy to students. Parents may not supply food items to students other than their own children that compete with or replace cafeteria meals. [See policies at CO and FFA.]

### Other Health-Related Matters

#### Tobacco Prohibited

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

#### Asbestos Management Plan

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

#### Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child’s school assignment area may contact Steve Roark.

## HOMELESS STUDENTS

For more information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, Sandi Luster, at 806-426-3317 or tiffany.fowler@region16.net.

## HOMEWORK

Homework is assigned by teachers to provide valuable independent practice of essential skills. Homework can also provide parents with meaningful information concerning their child’s progress and the curriculum expectations. Homework assignments should never be viewed as optional, but as an essential part of the learning process. Homework will be checked at the beginning of each day. Students who have incomplete assignments will stay in during their first recess break to complete them. This will allow their teacher to assess if they are having difficulty with a concept and schedule tutorial time to correct this deficit. Habitually not completing homework assignments will be treated as a disciplinary infraction. The grade on homework assignments that are one day late will be reduced by 25%, two days 50%, and three or more days 100%.

Prior to any planned absence, a student or parent should make arrangements with the teacher to get assignments and complete them before leaving. The teacher will give the assignments to the student the number of days equal to the planned absence plus two in advance. This should allow sufficient time to complete the assignments. These assignments will cover the same concepts as the actual class assignments to be made during the student’s absence, but may not be the exact assignments given to the rest of the class.

## IMMUNIZATION

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

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor’s opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student’s family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

## LAW ENFORCEMENT AGENCIES

### Questioning of Students

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

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

### Students Taken Into Custody

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

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

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

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

### Notification of Law Violations

The district is required by state law to notify:

* All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
* All instructional and support personnel who have regular contact with a student who is required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

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

## MAKEUP WORK

### Routine and In-depth Makeup Work Assignments Because of Absence

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

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

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

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

### DAEP Makeup Work

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

### In-school Suspension Makeup Work

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

## MEDICINE AT SCHOOL

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

* Only authorized employees, in accordance with policies at FFAC, may administer:
* Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
* Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
* Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
* Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

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 and/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 for information. [See policy FFAF(LEGAL).]

### Psychotropic Drugs

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

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

## PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC(LEGAL) for more information.]

## PRAYER

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

## PROMOTION AND RETENTION

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

In grades 1-6, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standard (TEKS) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

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 April 15 and is a Texas resident during the week that the STAAR is administered the first time.

* 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 assessments in English or Spanish.

Parents of a student in grades 3–6 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 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. 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.

## RELEASE OF STUDENTS FROM SCHOOL

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

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

## REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student’s grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will be given a written progress report of their child’s performance.

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within 2 days.

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

### Accident Insurance

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

### Drills: Fire, Tornado, and Other Emergencies

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

#### Fire Drill Bells

3 bells leave the building

1 bell halt; stand at attention

2 bells return to the classroom

#### Tornado Drill Bells

1 continuous bell move quietly but quickly to the designated locations

2 bells return to the classroom

### Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school would need to have 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

If the school closes for weather related or other emergency situations, announcements will be on Amarillo television channels 4, 7, 10, and 14, as well as KGNC radio. During wet or snowy weather, buses will run on pavement only or not at all. We will appreciate you meeting us at the pavement. Obviously, the roads and weather will force route times to be unpredictable, so we ask for your patience and cooperation.

A voluntary parent automated text-messaging service will be available. Parents will be notified about how to subscribe to this service. This is probably the best and most efficient way to “spread the word” about school closings, early releases, or other emergency information.

## SCHOOL FACILITIES

### 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. 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.

### Cafeteria Services

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

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

## SEARCHES

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

### Students’ Desks and Lockers

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

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

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

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

## 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 Mr. Duck.

## STAAR (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

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

* Mathematics, annually in grades 3–6
* Reading, annually in grades 3–6
* Writing, including spelling and grammar, in grade 4
* Science in grades 5

[See policy EKB(LEGAL).]

## TRANSFERS

Students who transfer from other district to attend Wildorado ISD are very important to us. Our policy is that we generally accept transfers for any class or program that we offer and that is not filled to capacity. In case of more applications than can be accepted due to class size, the following order will be followed for all grades, including Pre-Kindergarten (Qualifying or non-qualifying refer to Pre-Kindergarten rules. To qualify for Pre-Kindergarten a student must be at least 4 years old and less than 5 years old on September 1, be eligible for free or reduced lunches, be classified as a migrant or homeless student, or be the child of a parent on active military duty, or be a special education student) :

Qualifying in-district students

Non-Qualifying in-district students

Siblings of current transfer students

Qualifying new transfers

Non-Qualifying new transfers

## TRANSPORTATION

### School-Sponsored Trips

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

### Buses and Other School Vehicles

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

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

See the ***Student Code of Conduct*** for provisions regarding transportation to the disciplinary alternative education program (DAEP).

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

* Follow the driver’s directions at all times.
* Enter and leave the bus or van in an orderly manner at the designated stop.
* 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 in the child’s assigned seat.
* Fasten their seat belts, if available.
* Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle.

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

## VANDALISM

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

## VIDEO CAMERAS

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

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

## VISITORS TO THE SCHOOL

### General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal’s office and must comply with all applicable district policies and procedures, including wearing a visitor’s badge which will indicate the presence of the visitor has been approved.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

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

## 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 nurse for health records; 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.

# 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.

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

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

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

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

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

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

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

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

**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.

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

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board; 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.

**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.

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

**PARENT INVOLVEMENT POLICY**

**2012-2013**

**Wildorado ISD**

Statement of Purpose

Wildorado ISD is dedicated to providing quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all members of the population. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for everyone involved.

Grade level learning objectives and goals will be distributed to all parents at the beginning of the school year. These will be further discussed at Open House and at Parent/Teacher conferences. All students will be expected to work toward mastering these objectives. Our district recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available to all students through the Title I program and various other educational services offered through the district.

Wildorado ISD intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home-school partnership.

Parent involvement in Developing the Policy

The District Improvement Team, comprised of parents, members of the community, teachers, and the superintendent will meet to discuss the designs and implementation of the Parent Involvement Policy.

Wildorado ISD will actively recruit volunteers for the District Improvement Team through various avenues of publicity. Team selections will produce a diverse parent population that will include all student groups serviced by the district.

Annual Meeting for Title I Parents

Wildorado ISD will hold two meetings for parents each school year. Parents will be informed of new Title I guidelines and the variations from the previous year’s program. Copies of the District’s Parent Involvement Policy will be distributed. Parents will be encouraged to become involved in the revising and updating the policy as necessary. Volunteers will be recruited for the district-wide District Improvement Team.

The meeting will be held at a convenient time and location. Language translation, childcare will be provided on an as-needed basis. Written notices, send home notes, telephone calls, and web site postings will all be directed at attracting as many parents as possible.

School Parent Compacts

In accordance with Title I regulation, each school must develop a parent-student compact with the parents of the students participating in the program. This compact will enable the school and parents to share responsibility for student performance and success.

The compact must explain how students, parents, and staff will share responsibility for promoting student achievement. Members of the school’s District Improvement Team will be consulted in the design and implementation of the compact.

All parents will be given a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students accomplish their goals. Students’ responsibilities will vary by grade level.

Types of Parent Involvement

The school will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Parents may contribute through volunteer programs at school as well as creating a supportive home atmosphere. The community may participate through an array of activities that promote student success.

Each school and family will develop and maintain parental involvement activities best suited to meet the individual needs of everyone involved.

Matching Programs to the Needs of Our Community

The community will be consulted in the design, development and implementation of the Title I program. Parent and student needs will be assessed through questionnaires and parental suggestions as well as a variety of other measures targeted at creating a successful school environment.

Workshops and programs will be tailored to meet the unique student and parental needs of the community. Parents will be informed of involvement activities through the school office.

The district will welcome and encourage parents’ suggestions.

Staff /Parent Communication

Parents will be welcomed through various avenues of communication throughout the school year. Newsletters, conferences, personal contacts, phone calls, send home notes, and web postings will be utilized to establish and maintain an open line of communication.

Evaluation

The district Title I committee will review and evaluate all aspects of the parent involvement program. Parents will be questioned about the effectiveness of the program and offer suggestions for improvement.

The evaluation procedure will include assessment of successes in the Parent Involvement Policy as well as recommendations for improvement in the emergent areas.

The district will revise its Parent Involvement Policy based on the results of this annual review.

Wildorado Elementary School Title I Compact 2012-2013 Community, Parents, Schools, and Students Partners in Each Child’s Education

As a Title I teacher, I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will strive to:

-believe that each child can learn;

-maintain open lines of communication with students and parents, and be available

-provide an environment that promotes active learning;

-enforce the rules of the classroom and throughout the school in a fair and consistent manner;

-assist each child in achieving the essential academic learning requirements;

-seek ways to involve parents in the school program; and

-demonstrate professional behavior and positive attitude.

As a parent/guardian, I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will strive to:

-believe my child can learn;

-show respect and support for my child, the staff, and the school;

-see that my child attends school regularly and is on time;

-provide a place for my child to study at home; encourage my child to complete all homework

assignments and hand them in on time to the teacher;

-attend parent-teacher conferences;

-support the school in developing positive behaviors and attitudes in my child;

-encourage my child to read at home and apply all their learning to daily life.

As a student, I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will strive to:

-believe that I can learn;

-show respect for myself, my school and other people;

-always try to do my best in my work and my behavior;

-work cooperatively with students and staff;

-obey the rules of the classroom and school; and

-come to school prepared with my homework and supplies.

As principal, I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, represent the Title I staff in affirming this contract.