

# 2014 2015

Cornerstone Academy  
The Guthrie Center  
for Excellence  
Landrum Middle  
Memorial Middle  
Memorial High  
Northbrook Middle  
Northbrook High  
Spring Branch Middle  
Spring Forest Middle  
Spring Oaks Middle  
Spring Woods Middle  
Spring Woods High  
Stratford High  
Virtual High School  
Westchester Academy  
for International Studies



# STUDENT/PARENT HANDBOOK SECONDARY



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*Inspiring minds. Shaping lives.*

## HIGH SCHOOLS

Memorial High School	935 Echo Lane 77024	713-251-2500
Northbrook High School	#1 Raider Circle 77080	713-251-2800
Spring Woods High School	#1 Tiger Trail 77080	713-251-3100
Stratford High School	14555 Fern 77079	713-251-3400
Spring Branch Academy of Choice	9016 Westview 77055	713-251-1500
Westchester Academy for International Studies	901 Yorkchester 77079	713-251-1800
The Guthrie Center for Excellence	10660 Hammerly 77043	713-251-1300

## MIDDLE SCHOOLS

Cornerstone Academy	9026 Westview 77055	713-251-1600
Landrum Middle School	2200 Ridgecrest 77055	713-251-3700
Memorial Middle School	12550 Vindon 77024	713-251-3900
Northbrook Middle School	3030 Rosefield 77080	713-251-4100
Spring Branch Middle School	1000 Piney Point 77024	713-251-4400
Spring Forest Middle School	14240 Memorial 77079	713-251-4600
Spring Oaks Middle School	2150 Shadowdale 77043	713-251-4800
Spring Woods Middle School	9810 Neuens 77080	713-251-5000
Westchester Academy for International Studies	901 Yorkchester 77079	713-251-1800
Disciplinary Alternative Educational Program (DAEP)	9000 Westview 77055	713-251-1755

## OTHER FREQUENTLY CALLED NUMBERS

Wayne F. Schaper, Sr. Leadership Center (SBISD Administration Building)	955 Campbell Road 77024	713-464-1511
Spring Branch Education Center	9016 Westview 77055	713-251-1500
SBISD Police Department	9009 Ruland 77055	713-984-9805
SBISD Transportation Department	1066 Gessner 77055	713-251-1000

## SBISD POLICE DEPARTMENT'S SAFE SCHOOLS HOT LINE

**To request police assistance or to make a report involving school safety,  
call 713-365-HELP (4357).**

*Spring Branch Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, 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; Section 504 of the Rehabilitation Act of 1973, as amended.*

This *Student/Parent Handbook* will assist you with rules, regulations, and procedures to follow in your daily student life. Please read and refer to this handbook at appropriate times. Share it with your parents so they too may become a part of your school. From time to time, additional information will be made available to you through bulletins.

**Spring Branch Independent School District**

**Secondary**  
**Student/Parent Handbook**  
**2014–2015**

## **School Safety**

Spring Branch Independent School District continues to strive to provide a safe environment for all students and staff as well as anyone visiting our schools or other District facilities. Precautions will be taken that include, but are not limited to, visitor registration at all schools; possible searches of backpacks, purses, bags, and other containers that may conceal items that could be used as weapons; close supervision by staff members; and continuous monitoring of facilities by the SBISD Police Department. In the event of emergencies that require *shelter-in-place* procedures, affected District facilities will be closed with no one allowed to enter or leave the facilities until an “all clear” is given by the SBISD Police Department.

Your cooperation in all areas related to safety is greatly appreciated.

***General Information,  
Procedures, and Services  
and  
Academic Information***

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# GENERAL INFORMATION, PROCEDURES, AND SERVICES

## Enrollment and Attendance Regulations

The *Texas Education Code (TEC)* provides for compulsory attendance. Additionally, **regular and punctual attendance is the greatest single factor in school success.** Therefore, it is a responsibility and duty of both the school and the parent to cooperate and encourage students to establish a good attendance record. The District attendance officer may be used to encourage regular attendance. **By state law, to obtain credit for a class, a student must attend at least 90% of the days the class is offered.**

### Enrollment Requirements

#### Residence

The schools require verification of residence in SBISD attendance area. Verification can be made by producing documents such as proof of purchase or a lease including parent/guardian and student names.

#### Verification of residence in SBISD attendance area

School personnel may periodically check to verify current status of residency. An SBISD police officer may assist to verify residency. Registration and enrollment are based on where the child and parent/guardian **reside**.

#### Certified birth certificate

A certified birth certificate, hospital certificate, or birth registration card issued by a government agency must be presented to the office. Church baptismal records are acceptable. In grades three, four, and five, proof of identity may consist of a birth certificate, hospital certificate, or any other government-issued document.

### Immunization Requirements

Immunization requirements are set by the Texas Department of State and Health Services and are subject to change on an annual basis. In order to receive the most current and accurate information, please contact the health services personnel at the campus level. Immunization information is provided on the SBISD Enrollment Information website <http://cms.springbranchisd.com/backtoschool/BacktoSchool/tabid/16162/Default.aspx>.

### Student Information Forms

Each student is issued information and/or clinic forms which the parents must complete, sign, and return. The information on these forms is of **vital importance in giving the administrators and clinic staff directions for proper care of the student in case of injury, illness, or other emergencies.** Accurate completion of these forms is an enrollment requirement of the District. It is of utmost importance that parents contact the school office to designate an adult for supervision when they must be out of town.

### Change of Student Information

In order for the school to handle emergencies, maintain communication, and keep records current, **changes in the following must be reported to the school office immediately: address, telephone numbers, emergency, and/or child care telephone numbers.**

### Homeless Students

For more information on services for homeless students, contact the District's Liaison for Homeless Children and Youths, Lawanda Coffee, at 713-251-2267.

### Students in Protective Custody of State

For more information on services for students in protective custody of the State, contact the District's Liaison for Students In Protective Custody of the State, Patricia Waldrop, at 713-251-2302.

### Admissions and Attendance of Transfer Students

The Board shall establish and publish annually tuition fees for over-age students, if permitted to attend; summer school; and any other programs the District offers beyond required instruction.

Resident students who move during a semester may be permitted to continue attendance for the remainder of the year if the principal certifies that the student's conduct, academic achievement, and attendance are satisfactory, and if space permits.

Resident junior level students who become nonresident students between their junior and senior year may remain in attendance in the District school

for their senior year if the principal certifies that the student's conduct, academic achievement, and attendance are satisfactory, and if space permits.

Nonresident students who are the sons/daughters or under legal guardianship of full-time District employees shall be permitted to attend District schools as space permits. These students' participation in extracurricular events at the Varsity level, for the first year, is restricted per UIL Policy. Nonresident students may attend District schools on a space-available basis as determined by the Superintendent. Guidelines will be established.

The transfers for children of employees or other nonresidents will not be approved and could be revoked at any time if the student is not performing satisfactorily in the areas of academics, behavior, and attendance (including tardies). They may also be revoked, even after the school year starts, if space becomes an issue.

### Campus Transfers

Any persons living within the District who request that their children attend a school other than the one in the attendance area where they reside must apply on the appropriate form and submit it for approval by the appropriate receiving school principal(s). Some schools may be capped due to high enrollment. Transfers will not be accepted at those campuses.

Students transferring from one senior high school attendance area to another will not be eligible to participate in the varsity level extracurricular program of the new school for a period of one calendar year following the granting of the transfer. Possible UIL exceptions are limited.

Transfer requests may be obtained from the District's Administration website. Questions should be directed to the building principal. **All requests for transfer must be completed by the date established annually by the District.** Transfers may not be revoked mid-year. Transfers may be revoked at the end of the year if space in the school is a problem or if the student is not performing satisfactorily in the areas of attendance, behavior, or academics.

### School Transcript

Students who do not have a withdrawal sheet or a report card from a previous school will be allowed thirty days to submit an official transcript from the school previously attended. If academic records are unavailable, high school students will be classified in grade 9 and middle school students will be placed in the age-appropriate grade.

## Attendance Regulations

### Compulsory Attendance Law

1. The *Texas Education Code* provides for compulsory attendance. A child, who is required to attend school under this section, shall attend school each school day for the entire period the program of instruction is provided.
2. Unless specifically exempted by the *Texas Education Code*, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has **not yet reached** the child's **18<sup>th</sup>** birthday shall attend school.
3. Unless specifically exempted by the *Texas Education Code*, a student enrolled in a school district must attend an extended-year program for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next grade level or tutorial classes required by the district.
4. Regardless of loss of credit due to excessive absences, the grade will be recorded on the student's transcript and included in the GPA calculation.
5. In accordance with **Board Policy FEA (LOCAL)** the District may initiate withdrawal of a student under the age of 18 for nonattendance under the following conditions:
  - The student has been absent ten consecutive school days; and
  - Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

### Absence Classifications

Students will be considered absent from class if they miss more than 15 minutes of the class period.

State law, as well as local policy, identifies several types of absences. These include, but are not limited to, the following:

### Excused Absences

All absences must be verified by a parent with either a written note, including email, or a telephone call to the office or attendance office. Written notice must be given to the office within two school days if the absence is to be excused. All notes and/or phone calls may be subject to verification by the campus administration.

Absences for the following reasons shall be considered unavoidable and shall be classified as excused for the student:

- **Illness**

Five consecutive days or longer requires a doctor's note to be excused.

- **Serious illness of a family member**

- **Death/funeral of a family member**

- **Quarantine**

- **Weather** (announced bad weather closings)

- **Religious holy days**

Any child of an established religious faith will be excused if his/her absence is for the purpose of observing a religious holy day, consistent with his/her creed or belief. The parent/guardian must submit, to the office, a written request for an excused absence.

- **Authorized school-sponsored activities**

A student may receive excused absences for participation in off-campus school-related activities. The District will not, however, permit students to participate in such activities that would require, permit, or allow a student to be absent from any class more than 10 times during the school year.

- **Approved college visitation** (see page H-59)

- **Parent/Stepparent on Active Military Duty**

A student shall receive an excused absence if the parent/stepparent of that student is an active duty member of the military and has been called to duty, is on leave from, or immediately returned from deployment of at least four months in order to visit with the parent/stepparent, for no more than five days. The excused absence must be taken no earlier than the 60<sup>th</sup> day before deployment or the 30<sup>th</sup> day after.

- **Required court appearance**

The principal shall request the presentation of an appropriate court document, subpoena, etc. which indicates a student is required to appear in court.

- **Service as an election clerk**

- **Playing "Taps" at a military honors funeral in Texas (grades 6-12)**

- **Naturalization/U.S. Citizenship**

A student who misses school for the purpose of appearing at a government office to complete paperwork required in connection with the

student's application of U.S. Citizenship or for the purpose of taking part in a U.S. Naturalization oath ceremony, including traveling for that purpose.

**Note:** Parents should make a special effort to request scheduled appointments at a time after school hours. When several appointments must be scheduled during school hours, a different hour of the day should be used each time to avoid the student's missing the same class period several times and falling behind in his/her classwork.

In order to determine if a student's tardiness or absence is excused, a note or email is needed which includes:

1. Date(s) of tardiness/absence
2. Cause of tardiness/absence
3. Signature of the parent/guardian

The note is to be taken to the principal's office by the student on the day of his/her return to school or sent to the attendance office. **If a note is not received within two (2) school days of a student's return, the student's absence will be considered unexcused.**

### **Excused/Counted as Present**

Absences for religious holy days, college visits, service as an election clerk, playing "Taps" at a military honors funeral in Texas, appearing at a government office to complete paperwork in connection with application for U.S. citizenship, and/or partial day appointments with health care professionals will be counted as a day of attendance if the student satisfactorily completes the missed school work. These days will also be counted as present for any activities or recognitions that have attendance as criteria.

- **Health care appointments**

The principal shall require a note signed by the parent/guardian requesting that a student be released for a health care appointment. Students are required to bring a note signed by the health care professional upon return from the appointment.

### **Unexcused**

An absence for any reason other than those listed above shall be classified as **unexcused**. **Absences that are classified as excused shall not be excused if the parent fails to notify the office of the reason in writing for the absences within two school days of the absences.** The building principal may review reasons other than those listed above and determine that they, too, may be excused.

The District may revoke for the remainder of the school year the enrollment of an eighteen-year-old who has more than five unexcused absences in a semester.

## Student Tardies

### Arriving Late

The student should obtain an *Early Dismissal Permit* from the appropriate administrative office or the attendance office **prior** to the first class by presenting a written statement signed by a parent stating the reason for an early dismissal. Any time out of class spent securing this slip will be considered unexcused. The *Early Dismissal Permit* is to be presented to the teacher at the beginning of the period during which the student will leave. The student must then sign out in the office when leaving and sign back in if he/she returns before the school day ends. A doctor's verification is required for medical appointments.

### Arriving Late to Class/School (Tardy)

Excused tardiness is defined as arriving to class with an acceptable excuse or admit during the first fifteen (15) minutes of the period. **Excused arrival at a class after more than fifteen (15) minutes of the class period shall be regarded as an excused absence.**

Unexcused tardiness is defined as arriving to class without an acceptable excuse or admit during the first fifteen (15) minutes of the period. **Unexcused arrival at a class after more than fifteen (15) minutes of the class period shall be regarded as an unexcused absence.** A teacher may impose sanctions under the teacher disciplinary plan, including denial of academic credit for the day's work, if the grade was taken for all other members of the class. In addition, the student will be subject to disciplinary action in accordance with the *Student Code of Conduct*. **There are no excused tardies to first period for students who assume responsibility for their own transportation instead of riding the school bus.**

### Leaving Class

**Corridor Pass:** When it is necessary for the student to leave a classroom, it is the student's responsibility to obtain permission and a corridor pass from the teacher. Each student leaving a classroom must have an individual pass signed by the teacher. Students in the halls, restrooms, or anywhere else on campus without a pass filled out in ink and signed by the proper teacher will be subject to disciplinary action. Students are prohibited from being in possession of blank passes, using blank passes, or altering passes in any way.

**Office Request:** Office request forms will be sent to those students requested to report to the office. Failure to report to the office as directed will result in disciplinary action.

## Student Tardies/Unexcused Absences

A student is considered tardy if not in class when the bell rings. Tardiness is a disruption to classroom instruction and the educational process

### Truancy

A student's absence from school or class without prior knowledge and approval of the parents, guardians, or school officials will be considered truancy. Each absence due to truancy will result in a grade of zero for any activity, test, or assignment missed if all members of the class are assigned grades for the same work. Further disciplinary action may be taken if deemed necessary by the principal. In addition, no Alternative Learning Activities (ALA) will be given for truancy.

### Truancy Referral

School personnel will refer student absences to the SBISD Police Department using the following guidelines. Referrals for failure to attend school will be investigated by the SBISD Police Department.

- Three (3) days for unexcused absences within a four-week period
- Ten (10) days for unexcused absences within a six-month period
- Unexcused arrival for a class after more than fifteen (15) minutes of the class period shall be regarded as an unexcused absence

### Warning Notices to Parents

If a student is absent from school three (3) days in a four-week period without an excuse, the parent will be notified by school personnel of the unexcused absences and will have an opportunity to meet with school personnel.

If a student is absent from school ten (10) or more days **unexcused** in a six-month period, school personnel are required by law to notify the SBISD Police Department TRIAT (Truancy Reduction Increased Attendance Team) Police Officer.

### Failure to Attend School

Upon receipt of an attendance referral, an SBISD police officer will be assigned to investigate the referral to determine if 10 or more unexcused

absences have occurred within a six-month period. If the findings of the investigation confirm that the student has 10 or more days of unexcused absences, the investigating officer is required by State Law to file-Failure to Attend School charges in a Justice of the Peace Court.

Failure to appear in court may result in the following sanctions against the student:

- Forfeiture of an existing drivers license—high school only
- Unable to apply for a new first-time drivers license
- A fine for contempt of court that is not to exceed \$500.00

#### Parent Contributing to Nonattendance

Following receipt of a written warning, a parent who with criminal negligence fails to require the child to attend school as required by law, and the child has absences for the amount of time specified under the *Texas Education Code*, the court may use the following sanctions against the parent:

- A fine (each day can constitute a separate offense)
- Attendance in a program for parents to help identify the problems that contribute to student truancy
- Community service

#### Checking Out of School Early

Parents are required to notify the office when taking a student out of school. **No student will be released from school except to a parent, guardian, or designee, as indicated on the Student Information Form.** The child will be brought to the office when the parent, guardian, or designee actually arrives. When taking a child out of school, you or your designee are required to come to the office. You will be expected to sign the child out and specify the reason for early dismissal. Be prepared to show proper identification.

#### Checking Out from Clinic

The student, who receives an early dismissal from the clinic, must report to the office or the attendance office to sign out before leaving campus.

#### Withdrawing from School

All students withdrawing from school should initiate the withdrawal procedure in the registrar's office. Students must have written permission from their

parent or guardian to withdraw. Before a student's records may be sent to any other school, records must be cleared. Please notify the registrar 24 hours in advance of withdrawal.

#### Closed Campus Policy

Once a student arrives on the campus for a school day, he/she will not be permitted to leave the campus without the permission of the administration. Students leaving school for any reason (early dismissal, illness, off-campus requests, etc.) other than a school-sponsored activity without checking out through the appropriate administrative office or attendance office may be subject to disciplinary action.

**Check-out procedures must be followed even if the parents are aware that the student is leaving. Closed campus includes students remaining on campus for lunch.** Students under 18 years of age are subject to a citation for violation of daytime curfew laws.

#### Alternative Learning Activity

In accordance with **Board Policy FEC (LOCAL)**, students must attend class at least 90% of the days each class is offered in order to receive credit for the class. In addition to completing the make-up assignments, any student who is absent after the allotted number of absences may be required to complete an alternative learning activity(ies) as specified by the school's attendance committee in order to regain credit. Alternative learning activities given by the principal or attendance committee may include, but are not limited to, tutorials, additional assignments, research projects, oral reports, library activities, lab activities, summer school, peer tutoring, and community/campus service.

The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit by students who are in attendance fewer than the number of days required. A committee may give credit to a student because of extenuating circumstances and if all work has been made up. Students have five days to petition for appeal to the attendance committee after notification of loss of credit. Any alternative learning activity required as part of "buy back time" is offered as a "pass/fail" assignment with no grade attached.

## School Safety and Security

SBISD strives to provide a safe and secure learning environment for students and staff. The following components of the SBISD Safe Schools Plan are intended to achieve the District's goal of *"SBISD will have a pervasive culture of safety and respect"*:

- Teachers and staff are trained on the campus emergency procedures.
- SBISD Police Department staffed with highly-trained professional law enforcement officers dedicated to the safety and security of all persons on District campuses
- Criminal history background checks on all volunteers
- Photo ID badges for all District employees and secondary students. The use of student I.D. badges is a local campus decision. The campus administration may require that all students wear I.D. badges while on campus or may require that the I.D. badge be in the student's possession and be able to provide proof of his/her identification upon request.
- Closed circuit television systems monitored by the SBISD Police Department
- V-Soft Visitor Tracking System that logs in all visitors on District campuses and checks a nationwide registered sex offender database
- Districtwide and campus-based Emergency Operations Plan that provides procedures on the management of emergency situations
- Emergency radio system utilized to notify campus and department administrators of impending emergency situations and provides direct communications with the SBISD Police Department
- Annual campus safety audits of District campuses to identify and improve campus safety
- Campus safety drills for Shelter in Place and Lockdown situations.
- Houston Crime Stoppers Program (Hotline 713-222-TIPS).

### Child Sexual Abuse and Other Maltreatment of Children

The District has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the *Texas Family Code* is defined as any

sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

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>).

### Parent and Student Responsibilities

Parents and students are encouraged to become familiar with the District and Campus Emergency Operations Plan terminology and procedures. All persons who are on SBISD property or attending SBISD events must adhere to the following Safe School and Emergency Operation Plan procedures:

- All visitors must check in with the office and provide appropriate identification before entering the main campus areas.



- During an emergency situation a campus will implement Shelter in Place or Lockdown procedures to ensure the safety of all persons who are on the campus at the time the emergency situation begins. All persons who are on the campus will follow these procedures.

### Shelter in Place

This procedure is used in any situation *other than weather* that may be a health hazard or is life-threatening:

- All outside doors, windows, and classrooms are locked and signs are posted on the outside entrance/exit doors advising a Shelter in Place has been activated.
- NO ONE WILL BE ALLOWED TO ENTER OR LEAVE THE BUILDING UNTIL AN *ALL CLEAR* IS GIVEN.
- Heating/air conditioning systems will be shut down.
- Parents will not be allowed to pick up students from school until an *ALL CLEAR* is given. It is safer to keep the students inside the building rather than expose them to possible harm by allowing them to leave the building.
- Parents and visitors who are inside the building at the time the Shelter in Place is initiated will be directed to a pre-designated area inside the building for their own safety.
- SBISD Police Department and local Emergency Management agencies will monitor the situation and will give an *ALL CLEAR* when the situation warrants.
- Once the *ALL CLEAR* is given, students and teachers will resume their normal activities and parents and visitors will be allowed to enter or leave the campus.
- If warranted, the Parent/Student Reunification process will be initiated.

### Shelter in Place, Weather Only

This procedure is used when weather conditions exist that may place a school or schools in immediate danger:

- Students and staff are sheltered inside the building away from outside windows or doors.
- Parents and visitors will be allowed to enter the building. Exiting the building will not be allowed until the *ALL CLEAR* is given.

- Once the *ALL CLEAR* is given students and teachers will resume their normal activities and parents and visitors will be allowed to enter or leave the building.
- If warranted, the Parent/Student Reunification process will be initiated.

### Lockdown Procedures

The following Lockdown procedure is used when an intruder invades the campus or there is an imminent danger to the campus:

- All doors, windows, and classrooms are locked and signs are posted on outside entrance/exit doors advising of the Lockdown and prohibiting anyone from leaving or entering the premises.
- Students and teachers will remain in their classrooms until the *ALL CLEAR* signal is given.
- No one will be allowed to enter or leave the building once the Lockdown is implemented.
- Parents and visitors who are on campus at the time the Lockdown procedures are implemented will be directed to a pre-designated locked down area inside the building.
- Parents and visitors who are not inside the building when the Lockdown is implemented will not be allowed to enter the building.
- Parents will not be allowed to pick up children from school until the *ALL CLEAR* is given.
- SBISD Police Department and local law enforcement agencies will monitor and provide assistance to the campus as needed.
- Once the *ALL CLEAR* is given, students and teacher will resume their normal activities and parents and visitors will be allowed enter or leave the campus.
- If warranted, the Parent/Student Reunification process will go into effect.

### Parent/Student Reunification Process

Each SBISD school has a Parent/Student Reunification Plan as a part of their Emergency Operations Plan. In the event that the Parent/Student Reunification Plan is initiated, parents will be given instructions via the news media or the SBISD Notification System on the location of the reunification point and the process the parents will need to follow.

## SBISD Notification System

The SBISD Automated Notification System will provide specific information regarding school closings, emergency information, information hotline numbers, or other pertinent information regarding SBISD schools or events. The Notification System utilizes home and cell phone numbers and email addresses provided by SBISD parents at the time of enrollment.

## Safety Drills

Safety drills will be held monthly to ensure that the student will know what to do in the case of fire or disaster.

## Student Activities

All campuses are involved in student curricular and extracurricular activities. Guidelines for student activities are addressed in this section of the *Student/Parent Handbook*, and additional information may be found in each school's *Student/Parent Handbook Supplement*.

### Definitions

#### Extracurricular Activities

Extracurricular activities are school-sponsored or University Interscholastic League (UIL) activities which are not directly related to instruction of the Texas Essential Knowledge and Skills, but they may have an indirect relation to some areas of the curriculum. They offer worthwhile and significant contributions to a student's personal, physical, and social development. Participation in extracurricular activities is a privilege and not a right and students must meet specific requirements in order to participate. Extracurricular activities may include, but are not limited to, public performances, contests, demonstrations, displays, and club activities.

#### Curricular Activities

Curricular activities are public performance activities which are directly related to the demonstration of mastery of the essential knowledge and skills for state-approved courses. Curricular activities may occur within the school day or outside the school day and are an extension of classroom instruction in which participation is by the entire class or significant portion thereof. Curricular activities are included in the teacher's instructional plans and are conducted by or supervised by a classroom teacher or other educational professional such as a librarian, school nurse, counselor, or administrator. Rules governing suspension from extracurricular activities shall not prevent a student from participating in activities.

### Requirements for Participation in Extracurricular Activities

#### First Six Weeks of School Year—Middle School

Any student is eligible for participation in extracurricular activities during the first six weeks of a school year, as long as the student was promoted to the next grade level. A student who has not been promoted is considered ineligible during the first six weeks of the school year and may become eligible if he/she is passing all courses at the end of the first six weeks.

#### First Grading Period—High School

All students are eligible to participate during the first six weeks of school if they have been promoted to the ninth grade or have the proper number of state credits (5 after first year, 10 after second year, 15 after third year) or have earned 5 state credits during the preceding 12 months. If a student is not promoted or does not earn enough credits by the beginning of the school year, the student is considered ineligible the first six weeks of school only. The student may become eligible if he/she is passing all courses at the end of the first six weeks. Credits earned in summer school or in approved correspondence courses may be used to determine eligibility for extracurricular activities.

#### Subsequent Grade Reporting Periods

After the first six weeks of the school year and each grade reporting period thereafter, a student whose recorded grade average is lower than a 70 on a scale of 100 in any class or an incomplete (an incomplete or "I" is considered a failing grade until work is successfully completed) shall be suspended from participation in any extracurricular activity. The grades of the student suspended from participation shall be reviewed at the end of each three-week

period following the date on which the suspension began and the suspension will be removed seven days after the three-week period in which the student's grade in each class is 70 or greater. A student receiving an incomplete grade in a course is also ineligible seven days after the grading period or until the incomplete grade is replaced with a passing grade.

A suspended student may practice or rehearse with the other students but may not participate in a competition or other public performance or travel with a student group. All suspensions from extracurricular activities shall begin on the seventh day after the last day of the first six-weeks period or grading reporting period in which the grade lower than 70 was earned.

#### **Loss of Eligibility—Grades 6-12**

Students become ineligible seven days after the grading period if they have any grade below 70. A principal **may** remove the suspension if the course is an advanced course as defined by Texas Education Agency (TEA).

A student receiving an incomplete grade in a course is also ineligible seven days after the grading period or until the incomplete grade is replaced with a passing grade.

#### **Regaining Eligibility**

Students regain eligibility seven days after:

1. The three-week progress report, if they are passing **all** courses;
2. The grading period, if they are passing **all** courses.

#### **Special Education Exception**

Suspension from extracurricular activities of a student with a disability that significantly interferes with the student's ability to meet regular academic standards must be based on the student's failure to meet the requirements of the student's Individualized Education Program (IEP). The determination of whether a disability significantly interferes with a student's ability to meet regular academic standards must be made by the student's ARD Committee. For the purpose of this subsection "student with disability" means a student who is eligible for a district's special education program.

#### **Non-Participation by Choice**

After-school practice or events that are a reasonable expectation of a course as defined by UIL/TEA may be graded. Students who choose not to participate in required practices/events may be removed from the

performing group/team. The campus principal will work with department staff to set this expectation, which shall be clearly communicated to students and parents. When selecting courses, students should investigate practice/event requirements.

#### **Attendance**

##### **Half-Day Rule**

In order to participate in any extracurricular activity, the student must have attended school for one-half of the school day on which the activity is scheduled. Exceptions may be approved by the principal and sponsor of the activity.

##### **Ten-Day Rule**

Students will not be permitted to participate in such activities that would require a student to be absent from any class more than ten times during the school year with a maximum of nine days in one semester. Exceptions may be made for post-season activities with a maximum of 5 extra days.

##### **Students Requesting a Campus Transfer**

Students transferring from one senior high school attendance area to another will not be eligible to participate in the varsity level extracurricular program of the new school for a period of one calendar year following enrollment in the new school.

#### **Conduct**

Students with discipline problems who are placed in the school's in-school suspension (ISS) or District's Discipline Alternative Education Program (DAEP) will not be permitted to participate in either practice or competition while in ISS or in the DAEP. Students placed on probation by the school are not allowed to represent the school, participate in extracurricular activities, nor seek or hold an elected position in the school.

#### **Dress**

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of a student who participates in the activity.

#### **Leadership Positions**

##### **Standards for Leadership Positions**

All students must meet the academic requirements outlined in this *Student/Parent Handbook*. In addition, the elected student positions of leadership within each school are covered in each school's *Student/*

*Parent Handbook Supplement.* The following rules shall apply to leadership positions (class officers and student council). Students must be in good standing in and out of school and are subject to dismissal from the activity for problems in any of the following areas: insubordination, truancy, cheating, alcohol and/or drug offenses, or major breaches of the *Student Code of Conduct*. Any assignment to the campus ISS or District DAEP will be subject to review by the administration for dismissal from a leadership position. The sponsor(s), with approval of the building principal, reserves the right to remove a student for violation in any of these areas for up to one year, depending on the seriousness of the violation.

### **Standards for Tryouts—High School**

- A 77.5 grade average the semester preceding selection or election.
- No semester grade lower than 70 the preceding semester.
- No “U” in conduct during the tryout year.
- Students have only four (4) years of eligibility beginning with the year in which they entered the 9<sup>th</sup> grade—with exception made at the discretion of the building principal.
- Students classified as a senior may not run.

### **Standards for Maintaining Membership—High School**

In addition to complying with *Section 33.081(c)* of the *Texas Education Code* (no pass rule), once selected by the student body, a student must meet the following requirements:

- if any two six-week periods of probation are involved during the academic year, the student will immediately be dismissed;
- permanent dismissal for any semester grade lower than 70;
- immediate dismissal for a “U” in conduct.

### **Financial Expense**

Students should be aware that there are additional expenses that they must assume for some extracurricular and co-curricular activities (*examples*: drill team, cheerleader). The sponsor will provide an annual written estimate of required expenses.

### **Waiver of Student Fees**

Upon receipt by the District of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such

fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

### **Administrative Approval**

All student activity event schedules shall be approved by the principal. Each sponsor, coach, or director will be required to furnish the principal with a request for approval to schedule events.

### **Calendar**

After approval has been obtained, activities are scheduled on the activities calendar book in the principal's office. No activity may be entered that has not received administrative approval.

### **Limits on Practice and Performance**

#### **Practice**

Students may not participate more than 8 hours a week in any one extracurricular activity and no more than 20 hours a week in all extracurricular activities. The week is defined as beginning Monday with the first class and ending Friday with the last regularly scheduled class. School districts shall not schedule, nor permit students to participate in, any school-related or sanctioned activities on or off campus that would require, permit, or allow a student to be absent from class in any course more than ten times during the school year.

#### **Performance**

No more than one (1) contest or performance per activity per student may be scheduled from the beginning of the school week through the ending of the school week. The school week is defined as beginning when classes begin on Monday morning and ending when the last class is dismissed on Friday afternoon. All night activities will end by 10:30 P.M. on week nights (Monday–Thursday) and 11:45 P.M. on Friday or Saturday nights.

**Exceptions:** Holidays shall be excluded from the limitations on practice and performance. Tournaments and post-season competition, as well as contests postponed by weather or public disaster, may also be scheduled during the school week. The provisions shall apply only to the UIL or other organizations sanctioned by TEA. For schools with limited facilities, exceptions to the one contest or performance rule may be requested by waiver from the Commissioner of Education.

## Dances

All dances that are sponsored, i.e., held in the name of school or in the name of a school-approved club or organization, must be scheduled on the activity calendar. Regardless of whether the dance is held on or off campus, the following policies will be followed:

- All school rules in regard to conduct and dress will be enforced;
- After arriving at a dance, a student will not be allowed to leave and return for any reason;
- The proms are organized and sponsored by a class and its officers. Invitations will be available only to class members and are nontransferable. All prom invitations must be acquired in advance.

## Parties

Parties are not allowed during school hours. If a class requests to have a party and the teacher concurs, arrangements can be made with the administration for a party after school.

## Use of Building

Use of building by student groups is permitted only when sponsored by a teacher. Whenever a teacher and a student group plan to use the building at night, arrangements must be made a week in advance with administrative approval. *Guidelines of Equal Access* may be obtained in the building principal's office.

## Fundraising Activities

All fund solicitation and money-raising activities must be presented to the building principal for approval during the month of May for the following school year.

All monies collected must be handled through the records clerk or the office. Teachers who are sponsors of clubs/activities and student members of club/activities are not to establish individual accounts at banks, savings and loan companies, credit unions, or other money institutions with the school-related funds. No school-related monies are to be commingled in private individual checking accounts. District policy mandates that all school related monies collected be deposited in the school activity fund account. Disbursement of money in accounts is to be made by check through the principal's office. In order to avoid keeping large amounts of money overnight in the building, individuals are to deposit money with the records clerk or the office each day.

School fundraisers that include foods or beverages: see Child Nutrition Services website.

## Trip Guidelines

As desirable extensions of the curriculum, several organizations and classes have offered trips ranging from short study trips to travel out of the country. Travel of this type can be a very worthwhile educational experience as long as sponsors have full student cooperation. Due to the large responsibility placed on school officials during travel, there may be some special rules, as well as the regular school rules, placed on the group. The Texas Education Agency mandates that absences for participation in co-curricular activities, such as study trips which require a student to miss a class other than the sponsoring class or course, shall be counted under the ten-day rule.

Students need to understand that their complete cooperation is expected so that the trip is enjoyable for everyone. It must also be understood that violations of major rules could make a student subject to being sent home at the parent's expense, possible removal from school, and removal from any activities in which the student would represent the school. Sponsors must notify the school administration of any violations of the District's *Code of Conduct*. Sponsors of school trips will make students and parents aware of existing rules when asking for parent permission for student travel. **No refunds can be expected for advance trip deposit for students who cannot participate at the last moment for loss of eligibility or other causes.**

These guidelines are to be followed for school-sponsored trips:

- Out-of-state trips must be by official invitation in writing;
- Any organization shall be limited to one major trip per year;
- Chaperones' expenses are to be paid out of the trip budget;
- No expense connected with an out-of-state trip will be paid from District funds;
- Money shall be raised before the trip by one or more of the following:
  - \* Direct contributions by parents
  - \* Fundraising projects
  - \* Trip Fund which may be established by each organization
- No direct solicitation for contributions shall be made from local merchants;
- Trips or activities taken during the school year (including student holidays) are considered an extracurricular activity;
- Volunteer chaperones must be cleared through the SBISD Volunteer Office.

## Communication

### Administrative Newsletters and Bulletins

Bulletins are posted weekly for students and faculty, listing all school activities for the week. Various student and school-sponsored organization newsletters, as well as administrative bulletins which facilitate communication among the parent, student, and school, are published during the school year.

### PTA

During the school year, PTA meetings are held at each school. All high schools will have a PTA meeting with their Open House Night, Honors Night, and other meetings as scheduled. The school PTA publishes a newsletter.

### Student Publications

All publications edited, printed, or distributed in the name of the SBISD schools, or written within the schools themselves, shall be under the control of the Superintendent and the Board of Trustees. All school publications shall be under the supervision of a faculty sponsor and shall reflect the high ideals and expectations of the citizens of this District for their schools. Each school will publish a yearbook and a school newspaper through the journalism department during the year.

### News Media—Emergency Information

When the Superintendent decides that weather or civil emergencies require that schools be closed, radio and television stations will be notified. Such radio stations as KPRC, KXYZ, KLAT, or KILT and the four major television stations (Channel 2, Channel 11, Channel 13, and Channel 45) will have

information. If conditions indicate that schools might be closed, students should tune to any of these stations. **School will always be in session unless specifically stated otherwise.**

### Distribution of Material on Campus

No materials, circulars, advertisements, notices, or similar materials may be sold or distributed on the campuses of the District or at school-sponsored functions either by school personnel, students, representatives of nondistrict organizations, nor any other individual, unless such materials have been submitted to the Superintendent or designee for approval; and written approval to distribute has been granted.

### Posters

Posters or any publicly-displayed material must be approved by the principal before posting.

### School Day Interruptions/Messages to Students

- According to *Texas Education Code*, interruptions shall be limited by the principal in accordance with **Board Policy EC (LEGAL)**. Parents must check in at the office upon entering the building.
- In compliance with the state mandates regarding interruptions of the school day, only messages of an emergency nature will be delivered to students.
- Deliveries of balloons, flowers, or items of a personal nature may not be delivered to students during the school day.

## Student Information

### Student Information Forms

Each student is issued information and clinic forms which the parent must complete, sign, and return. The information on these forms is of vital importance in giving administrators and the clinic staff directions for proper care of the student in case of injury or

other emergencies. Accurate completion of these forms is an enrollment requirement of the District. It is of utmost importance that parents contact the office to designate a responsible adult for supervision when they must be away from home. Please include all relevant telephone numbers, completed no later than 5 days after issued.

## Release of Student Information

SBISD recognizes the inherent right of privacy of students in the District. The District has adopted policies which meet all requirements of the *Family Educational Rights and Privacy Act of 1974* and state and federal open records laws. Copies of these policies may be obtained from the office of the Superintendent, who is the custodian of records for the District. The individual principals of each school campus serve as the custodian's agents and student records may be requested from these agents.

Parents of students who have been in attendance in a District school have the right to inspect and review the educational records of their child. Requests to examine or receive copies of records should be made in writing to the custodian of the records of his/her agent.

Directory information, unless otherwise stipulated, is considered to be public information. Directory information includes the student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, and other similar information.

Parents of students have the right to refuse public release of any or all of the informational categories personally identifiable with respect to their child. Notice of this refusal should be given to the building principal, in writing, no later than September 1 of the current school year or two weeks after enrollment.

Any person who has a complaint regarding access to student records or who wishes to challenge the content of any record may file a complaint with the custodian of records or his agent or with the Department of Health and Human Services; 330 Independence Avenue, S.W.; Washington, D.C. 20201.

School personnel will obtain parental release for video/audio taping when the activity is not related to the classroom, extracurricular, curricular, or for safety purposes. School personnel will send the release form to parents if this situation occurs. Parents are to fill out and return the form back to the campus.

## Student Directory

As a service to students, a directory of students' names, addresses, and telephone numbers is printed at some schools. Unless otherwise stipulated, the directory is considered to be public

information. Parents of students have the right to refuse the designation of any or all of the informational categories personally identifiable with respect to their child. Written notice of this refusal should be given to the building principal **no later than September 1** of the current school year.

## Release of Information to Military Recruiters

*Section 9528* of the *No Child Left Behind (NCLB)* legislation allows military recruiters to have access to secondary students' names, addresses, and telephone listings. It also gives parents the right to request that the student information not be released to military recruiters. However, it is the responsibility of the parent to notify the school if they choose to not have this information released. If at any time you choose to request that this information not be released to the military recruiters, please contact the school principal in writing stating such.

## Student Rights and Responsibilities—Student Speakers Introducing School Events

The District provides an opportunity for student leaders to publicly speak to give introductions of the following school events:

- Varsity football games played within the District as well as those, if any, played at state and regional playoffs;
- Opening announcements and greetings for the school day; and
- Assemblies, additional athletic events, and other school functions as the principal may designate.

**Eligibility:** Students eligible to be one of the introductory speakers at their school are only those students in the highest two grade levels of their school and who hold one of the following positions of honor within their school:

- Officer of the Student Council;
- Class Officer of the Senior Class (or highest class of the particular school);
- Captain of the varsity football team;
- Officer of the National Honor Society;
- Officer of a school-sponsored club.

At the beginning of the school year, each school will notify, in writing, each of the eligible students of their eligibility as a student speaker and provide a method for each student to accept the invitation. Each student speaker will be provided a copy of **Board Policy FNA (LOCAL)**.

### Video/Audio Taping

School personnel may utilize video/audio taping to record activities related to instruction, curricular or extracurricular activities, or safety purposes. If video/audio tapes are to be used for any other purpose, campus school personnel and/or administrator will send home release forms for parents to complete and return. For safety purposes, video/audio equipment will be used to monitor student behavior on buses and common areas of the campus. Students will not be told when the equipment is being used. The principal will review the tapes routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*. A parent who wants to view a videotape of the incident leading to the discipline of his/her child may request access in accordance with **Board Policy FL**. Parents are not allowed the use of cameras or video recording devices on campus without the permission of the principal.

### Lockers

Students will be assigned lockers at the beginning of school for the purpose of storing their books, school materials, and supplies. The lockers, however, remain the property of SBISD and are subject to inspection. Students having in the lockers items in violation of District policy will be subject to disciplinary action.

As a precaution against loss of materials from lockers, students are urged to keep lockers locked at all times, not to give the combination to other students, and not to place books and materials in another's locker. **The school cannot be responsible for property placed in the lockers.** During physical education, valuable items may be checked with the physical education teachers for safekeeping.

### Lost and Found

Each school maintains a lost and found service to aid students who misplace their belongings. All items not claimed within two weeks after school is out will be given to a charitable organization.

## Pledge of Allegiance and Minute of Silence

In accordance with state law, each day the schools will observe a minute of silence and recite the pledges to both the United States and Texas flags.

Parents/guardians that do not wish for their students to participate in the pledges must submit a written statement to the school.

## Title IX

In agreement with *Title IX Rules and Regulations* implementing *Educational Amendments of 1972* and as defined in *Title 42, Section 2000e-15, United States Code*, SBISD does not discriminate against any person on the basis of sex, national origin, marital status, race, color, religion, or handicapping condition in making decisions regarding employees or students in all its function.

Persons who have questions regarding this matter should contact their building principal or the District's *Title IX* Coordinator, Jennifer Blaine, Ed.D., Associate Superintendent of Administration & Operations, at 713-251-2433, at the Wayne F. Schaper, Sr. Leadership Center, 955 Campbell Road, Houston, Texas 77024.



## Code of Civility

Civility is the affirmation of what is best about each of us individually and collectively, not just an absence of harm. Therefore, SBISD requires that we communicate (faculty and staff, students, parents, guardians and members of the community) in the following manner:

Treat each other with courtesy and respect at all times:

1. Listen carefully
2. Share opinions and concerns in a civil manner
3. Refrain from loud or offensive language
4. Refrain from profanity or offensive gestures
5. Refrain from threats, including but not limited to causing property damage or bodily harm

Take responsibility for your actions:

1. Share accurate information
2. Manage anger appropriately
3. Refrain from disrupting or interfering with classroom or school operations

Cooperate with one another:

1. Obey school rules and district policy
2. Respect each other's time
3. Notify one another when we have information that affects student safety or success
4. Respond when asked for assistance.
5. Understand that compromise is key.

## Parent Protocol for Problem-Solving Process

Although we strive for collaboration at all times, parents/guardians may require additional assistance in resolving a situation. Please familiarize yourself with SBISD's general problem-solving process which includes:

1. Contact the appropriate campus staff member immediately. The most direct route to resolving a concern is to confer directly with the person involved. (Example: If the concern is related to the classroom, the teacher should be the person contacted.)
2. If not satisfied, contact the appropriate administrator (Assistant Principal or Principal) in charge of the campus and responsible for concerns that may arise from the school's

operation. Explanations of policies and procedures, various clarifications and all types of campus information are available at the campus level.

3. Contact the appropriate central office administrator within a week. This may be a Director, Executive Director, Associate Superintendent, or the Superintendent of Schools. This step should be taken only when steps 1 and 2 have not resolved the concern.

## Dress Code

A necessary factor in school morale concerns student dress. As a student's appearance many times governs his/her attitude and behavior, neat, clean, modest attire is important. Sloppy, tattered, or distracting dress detracts from the learning atmosphere and is considered inappropriate. The following rules have been established to create the most beneficial environment for the student.

**Note: Campuses may include additional criteria.**

- Hats, caps, hairnets, bandanas, trench coats, and dusters are not permitted in school.
- Clothing may not be worn which displays (written or pictured) obscene or distasteful slogans, advertises tobacco, drugs, alcoholic beverages, or prohibited substances.
- Shoes must be worn; however, water/aqua socks, house shoes, or shoes creating a safety issue are not permitted.
- See-through clothing is not permitted.
- Garments that expose the midriff during normal school activities (i.e. raising your hands) are not acceptable.
- Shorts must be no shorter than mid-thigh. (Tight-fitting shorts, i.e., Lycra bike shorts, are not allowed.)
- Hair should be clean, neat, and well-groomed.
- Torn, tattered, unhemmed clothing will not be allowed.
- Pants must be worn at the waist.
- Body piercing that is distracting is inappropriate for school and school-related activities. Piercing of the face will be limited to the ears only. Gauging of the ears is not allowed. Piercing of

the eye area, brows, lids, forehead, scalp, cheeks, nose, lips, tongue, chin, or neck is prohibited.

- Clothing, badges, and/or tattoos, which display obscenities or sexual innuendo; depict violence or weapons; advertise or promote alcoholic beverages, narcotics, tobacco, or other prohibited substances; display gang affiliation or worn in a manner that communicates gang affiliation; or items that could be viewed as offensive to others are not permitted.

### Boys

- High School only: Mustaches that are neatly trimmed are acceptable; sideburns must not extend below the bottom of the ear lobe; no other facial hair is permitted.
- No facial hair for Middle School boys.
- Tank tops and sleeveless shirts may not be worn.

### Girls

- Halter tops, tank tops, tube tops, and tops that are immodest and/or expose undergarments are not permitted.
- The length of shorts and skirts should be appropriate for school and school activities. The campus administration will have authority to determine what is appropriate for the campus.
- Undergarments (top and bottom) must be worn at all times.

**Some campuses have adopted additional guidelines for approved school attire which may include color-consistent clothing.**

## Possession of Personal Telecommunications and Electronic Devices

A student in grades PreK-12 may use a telecommunications device (smartphone) to the extent authorized by a classroom teacher or administrator for instructional purposes. Telecommunications devices shall not be used to take pictures or video at any time during the school day or on school grounds, unless authorized by the classroom teacher for instructional purposes.

A student in grades PreK-5 may use a personal telecommunications device on school grounds during non-instruction time and athletic events for other school-related activities/special events to the extent authorized by the campus administration. A student in grades 6-12 may use a personal telecommunications device on school grounds during non-instructional times or at athletic events or other

school-related activities/special events. All personal telecommunications devices shall be set so that incoming calls, text messages, and the like do not emit audible sound.

When use of any telecommunications or personal electronic device is granted, the use may not in any way:

- Disrupt the educational process in the District
- Endanger the health or safety of the student or anyone else
- Invade the rights of others at school
- Involve illegal or prohibited conduct of any kind

Specifically, the use of a cell phone or any device that may be used to take pictures, capture images or video in any locker room, bathroom, or other areas in which students dress is prohibited at all times.

A staff member who discovers a student in possession of a personal telecommunications device in violation of guidelines set forth in the Student/Parent Handbook shall confiscate the device and turn it over to a campus administrator by the end of the school day.

The District is not responsible for telecommunications or electronic devices brought onto campus or school-related events that become lost or stolen.

In the event that the personal telecommunications device is not retrieved by the parent by the end of the third day after it was confiscated, the campus administrator shall, in a timely manner, send a written notice to the parent/guardian of the date and time that he or she may meet with the campus administrator to retrieve the personal device and discuss the student's violation of the District's policy governing the use of personal telecommunications devices (**FN** series). The campus administrator shall release the personal telecommunications device to the parent/guardian after the student has completed the necessary consequence, as defined by the *Student/Parent Handbook*, which is assigned by the administration.

All personal telecommunication devices not claimed within the 30 calendar days will become the property of the District.

## ***Drug-Free Schools and Communities Act Amendments of 1989***

Compliance with Federal Requirements (*34 CFR Part 86*) for drug prevention programs requires that parents and students be advised of the following:

- The use and/or unlawful possession of illicit drugs and alcohol is wrong and harmful;
- All students are prohibited from unlawful possession, use, sale, distribution, transmittal; or attempt to possess, use, sell, distribute, transmit; or being under the influence of a controlled substance or dangerous drug (as defined by law) or alcohol or any alcoholic beverage, or any abusable or volatile chemical substance, or any intoxicant or behavior-altering drug on school premises or off school premises at a school-related activity, function, or event. This prohibition includes vehicles that are on school district property, or at a school-related activity, function or event, whether on or off school district property.

- Compliance with all requirements, prohibitions, and standards of conduct is mandatory. When students commit drug- or alcohol-related offenses, they may be referred to legal authorities for criminal prosecution in addition to school-imposed discipline;
- District **Board Policy FNCF (LOCAL)**, **FNCF (LOCAL)** and the SBISD *Student Code of Conduct* which provides a range of disciplinary sanctions for alcohol- and drug-related offenses is available for review at all schools;
- A listing (*Drug Abuse Resources*) of drug and alcohol counseling, rehabilitation, and re-entry programs is available from each school principal, counselor, or nurse.

Effective April 22, 2011, the Texas Department of State Health Services outlawed marijuana-like substances that are commonly found in K2, Spice, and other synthetic marijuana products. Penalties for the manufacture, sale, or possession of K2 are Class A or B misdemeanors.

## Right to Know Information

A Product Safety Manual is available in each administrative office on every campus in SBISD. The Product Safety Manual provides information on all chemical products including pesticides, custodial cleaners, etc., that will be used in the building.

Chemical products will not be allowed in the school without administrative approval and Material Safety Data Sheet (MSDS) information. Any question or concern may be directed to the Associate Superintendent for Administration & Operations.

The District is committed to make every effort to provide a safe environment for students, patrons, faculty and staff. The following information and procedures are provided to inform you of this commitment.

### Asbestos Management Plan

The District works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the District's Asbestos Management Plan is available in the main office of each District site. If you have any questions or would like to examine the District's plan in more detail, please contact the District's designated asbestos coordinator at 713-251-1001.

### Pesticides

In accordance with the *Texas Structural Pest Control Act*, SBISD has developed and adopted a Pest Management Policy. Based on this policy, the control of any pest within the District, whether by the use of mechanical, physical, chemical, cultural, or biological means, will be determined by Integrated Pest Management (IPM) procedures. Only licensed certified applicators or licensed certified non-commercial applicators may use these means. All pest management shall be overseen by the IPM Coordinator.

Pesticides are periodically applied indoors and/or outdoors at all SBISD facilities. Information concerning applications is available upon request from the office of SBISD IPM Coordinator, 1050 Dairy Ashford, Houston, TX 77079.

It is unlawful for individuals to apply or bring pesticides to any facility owned or controlled by the District.

### Check Acceptance Requirement

The District has established the following requirement for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current full and accurate name, address, telephone number, drivers license number, and state. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state-allowed recovery fee. In the event your check is returned for non-payment, checks will no longer be an acceptable form of payment for the remainder of the school year.

### Sexual Harassment

Sexual harassment is defined as sexual advances, requests for sexual favors, or other sexual conduct, either verbal or physical, or any unwelcome behavior of a sexual nature. For specific information please refer to the SBISD *Student Code of Conduct*.

### Waiver of Student Fees

Upon receipt by the District of reliable proof that a student and his/her parent/guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his/her parent/guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver.

### Motor Vehicles

The operation of any type of motor vehicle upon the properties of the District by any person at any time is prohibited. Anyone violating this restriction shall be subject to fines and other penalties provided in the statutes of the city and state. This rule of restriction shall not apply to clearly-designated driveways or parking lots.

## Child Nutrition Services

### Child Nutrition

Child Nutrition Services maintains a website that contains menus, nutritional information, and much more information at <http://www.springbranchisd.com/cns>. The rules and regulations that govern our program are undergoing revisions for the 2014-2015 school year as we go to print. The information presented below is accurate, but please reference our website for the most up-to-date information.

Food services are provided on each campus and include full meal and a la carte options. Menus are published and posted online on a yearly basis. Information is provided at the beginning of the school year regarding meal prices. Free and reduced price meal benefits are available to students who qualify. Applications for free or reduced price meal benefits will be distributed to all students during the opening week of school. **Students must reapply each year for free and reduced price meal benefits.** Students will be issued a cafeteria identification number that is their six-digit student ID number. Students may make prepayments for meals weekly or monthly. Prepayments can be made through the cafeteria cashier or made on-line at <http://www.parentonline.net>. Please issue a separate check for each student and include the student ID number and your local address on the check.

Lunch is served daily at all schools and breakfast is served at most schools. Please visit the CNS website for further details as some campuses offer meals at no cost. The meal cost is set annually and always includes an entrée, fruit or fruit juice, a variety of vegetables, and milk. Serving time varies according to location. Breakfast is the most important meal of the day...so don't forget to start your day right! Students can choose from a variety of daily selections for lunch which often includes baked potatoes, salads, hot sandwiches, and other daily hot entrée offerings. Most schools utilize an "offer vs. serve" meal pattern which allows students to have a choice in the foods that they eat. Because of the large number of students involved and because classes are in session at all times in some part of the building, it is necessary to follow regulations. Students may purchase food only at their designated lunch period and all food must be eaten in the designated eating area. Students should assume the responsibility for keeping the eating areas and the school grounds clean by putting up trays and throwing away trash in the appropriate receptacles. Commercial delivery of food and/or drink is discouraged.

### Charge Policy

Students will be allowed to charge a small amount (\$10.00) to their accounts to accommodate special circumstances where money isn't available to pay for a meal. All charges are the responsibility of the student and must be paid in full by the end of the school year. If the amount of charges becomes excessive, an alternate meal may be provided until the balance is paid in full.

### "Smart Snacks"

The Healthy, Hunger-Free Act of 2010 has changed much of how foodservice operations in schools operate. Changes are ongoing so it's best to always check with the CNS Office for the most up-to-date information. Another good source is the USDA website at <http://www.fns.usda.gov/cnd/governance/legislation/allfoods.htm> for the most up-to-date information. Currently, State and Federal regulations continue to prohibit deep-fat frying, carbonated beverages (soda), and any activities that involve food (fundraising, etc.) occur outside the normal school day. Currently, regulations still allow birthday parties or other celebrations that use food to continue, but do require that they occur outside the normal serving times for meals. This regulation includes food that may be sold or otherwise provided by any school administrator or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company, or organization.

### Outside Fundraising

Students are not allowed to bring to school items such as candy, cookies, raffle tickets, etc. to be sold as part of a fundraiser sponsored by a non-school organization. Proposed regulations will allow for unlimited fundraising to occur if the foods sold meet the "Smart Snack" regulations. Please see the USDA website or contact the Child Nutrition Offices for the most current details.

### Closed Campus

Once arriving on the campus for a school day, the student will not be permitted to leave the campus without the permission of the administration. Closed campus includes students remaining on campus for lunch.

## Student Health Services

### Student Insurance

The Board of Trustees annually considers various plans of student insurance available and approves a plan to be offered through the school. The building principal can assist parents with procedures, but the school acts only as a service agent, receives no remuneration, and is not responsible for claims resulting from injuries. The school does not carry insurance for personal injury or liability nor personal property loss or damage.

The school will furnish claim applications for those students enrolled in the program who are injured at school or traveling to or from school. Claim forms may be obtained also from any of the athletic trainers. The teacher/coach in charge of a specific sport issues claim applications for students injured in athletics. Parents are reminded that all accident insurance claims carry a deadline after which the company is not liable for payment.

### Health Services

Health services are provided by the school nurse and/or nurse assistant in the event of illness or injury occurring during the school day. A student may go to the clinic only after obtaining a corridor pass from his/her classroom teacher. Failure to report to the clinic after leaving class with a corridor pass is considered truancy. Students who leave school without going through the clinic, appropriate administrative office, or the attendance office will be considered truant.

Parents/guardians are responsible for the safe transport and delivery of all medications to the school clinic.

Health services personnel must be notified when a child is bringing medication to school. The preferred method of transfer is from parent to nurse/health services personnel. Unless the student is 18 or older, a parent needs to bring any controlled (Schedule 1) medications to the clinic to be counted with the nurse or unlicensed designee.

All prescription and nonprescription medication must be kept in the clinic and must be registered with the health services staff when the student arrives on campus. Prescription medication may only be administered when a signed written request with complete dosage instructions has been received from a licensed health care provider, licensed to practice in the United States, **and** the parent/guardian. Prescription medication must be provided by the parent/guardian in the original container appropriately labeled with complete

dosage instruction from a recognized pharmacy or physician. Non-prescription medication may be administered when a signed written request with dosage instructions has been received from the parent/guardian in the original container with the original label of dosage instructions. If the requested dosage exceeds the recommended dosage on the container, a physician's order is required.

When the course of treatment is complete, or at the end of the school year, parents will be asked to pick up any unused portion of controlled (Schedule 1) medications or equipment; that which is not claimed will be destroyed. Non-controlled medications will not be returned to students under age 18 unless the health services staff receives permission from the parent.

#### *Exceptions:*

1. A student with asthma or severe allergic reaction (anaphylaxis) including food allergies 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 licensed health-care provider. The student must also demonstrate to his or her physician or licensed health care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication. If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.
2. In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information.

### Health Screening

The Texas Department of State Health Services, division of Speech, Vision, Hearing and Special Service, mandates annual health screenings for select secondary students. All students new to the District will be screened for vision, hearing, and spinal (grades 6-12) and Texas Risk Assessment for Type 2 Diabetes in Children (grade 7), within the first 120 days of enrollment. In addition every student in grade 7 in the District will be screened for vision, hearing, and Texas Risk Assessment for Type 2

Diabetes in Children; and all students in grades 6 and 9 will be screened for any spinal abnormalities; i.e., scoliosis, which is an abnormal side-to-side curvature of the spine; and kyphosis, an exaggerated rounding of the upper back.

The procedure for spinal screening is a simple one; however, **ALL STUDENTS MUST REMOVE THEIR SHIRTS FOR THIS EXAM.** Girls may be screened in their bra or wear a halter top, tube top, sports bra, or two-piece swimsuit top under their shirt on exam day. Boys and girls will be screened separately and individually.

Should there be an abnormal finding in any of the screenings, the parent/guardian will be notified that a professional follow-up is recommended. If the parent/guardian wishes to substitute a professional examination for any of the state-required screenings, please contact the school nurse for appropriate paper work. Please know that none of these screenings are meant to take the place of regular medical care.

#### **Alternative Medications**

A student will not be allowed to have on his/her person any drug, including natural remedies such as herbs, vitamins, dietary supplements, homeopathic medicines, or medications from other countries, without 1) a written order from a health care provider authorized to prescribe in the state of Texas, that includes the condition for which the product is being used; 2) a written request from the parent/guardian; 3) verification that the product and requested dosage are safe for the student (considering age, body weight, and condition); and 4) reasonable information about therapeutic and untoward side effects and interactions. Parents are welcome to come to the clinic to administer medicine to their children as they wish.

#### **Lice (Pediculosis)**

Head Lice (Pediculosis) can be a nuisance, but have **not** been shown to spread disease or cause illness. Personal hygiene or cleanliness in the home or school also have nothing to do with getting head lice. "No Nit" policies that were in effect in the past under which a student was not allowed to return to school until all lice eggs (nits) were removed has been discouraged by both The American Academy of Pediatrics and the National Association of School Nurses. The Center for Disease Control also discourages a "No Nit" policy and cites these reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and unlikely to

hatch to become crawling lice, or may in fact be empty shells, also known as casings.

- Nits are cemented to hair shafts and unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families, and communities far outweighs the risks associated with head lice.

Although no one is immune from head lice, the problem can be controlled. The school nurse inspects students' hair if they exhibit symptoms of lice and advises parents if treatment is indicated. We no longer exclude students for lice in SBISD or conduct mass screenings. We appreciate your cooperation in assisting us in the prevention and control of head lice in our schools with routine family inspection, prompt and effective treatment, and avoiding direct or indirect contact with other people's hair.

#### **Bacterial Meningitis**

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management. For more information on bacterial meningitis please reference: <http://www.dshs.state.tx.us>.

#### **Food and Severe Allergies**

SBISD has a Student Food Allergy Management Plan that includes procedures to limit the risk posed to students with food allergies that includes training for employees regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction.

Parents are provided the opportunity to inform the campus nurse about food and severe allergies on the SBISD Clinic Emergency Card.

#### **Coordinated School Health**

The District School Health Advisory Council met five times during the 2013-2014 school year: August 13, September 17, November 19, January 23, and April 8. The minutes to these meetings are posted on District webpage <http://cms.springbranchisd.com/health/CSH/DSHAC/tabid/26371/Default.aspx>. The meeting schedule for 2014-2015 is: August 12, September 16, November 18, January 27, and April 7; meeting time will be 9:00–11:00 A.M. at the West Transition Campus (WTC).

## Student Transportation and Parking

### Bus Transportation

Transportation is a privilege, not a right. Students may be subject to any disciplinary actions in the *Student Code of Conduct*, including suspension from the bus for violations of the *Student Code of Conduct*.

In order to ensure safety is maintained, the following will apply:

- Students must be on time at designated bus stops. Buses cannot wait for tardy students.
- Students shall obey the driver's suggestions and help the driver to assure safety at all times.
- Students must ride the bus they are assigned. Buses will load and unload only at designated stops.
- Students must stay off the roadway while waiting for the bus and should form a line to get on the bus.
- Students shall cross at least fifteen feet in front of the bus when crossing the road, never at the rear of the bus.
- Students are to wait until the bus has come to a complete stop before attempting to enter or leave the bus. Students shall remain seated while the bus is in motion. Students shall enter or leave the bus only at the front door except in the case of an emergency.
- Students must not leave the bus without the driver's consent except at home or school. No unauthorized stops will be made.
- Students shall occupy any seat assigned by the driver; keep feet out of aisles, off seats, and backs of seats; and sit erect with feet on the floor.
- When conditions require it, students must sit three in a seat, filling back seats first.
- Musical instruments must be held by the owner. They may not be left in aisles, at front, or by the rear door.
- Students must keep head, arms, and hands inside the bus.
- Students shall keep the bus clean. No eating or drinking is allowed on the bus.
- Students shall report to the driver any damage to the property. Damage to the interior or exterior of the bus will result in payment by the student or parents of student for damages and may result in suspended bus riding privileges for the student.
- Parents are responsible for supervision of the bus stop area prior to the arrival of the bus.

- Students must be able to enter and exit a bus without hesitation and without assistance, including emergency evacuations.
- Skateboards are not permitted on school buses.
- Live animals are not permitted on school buses.
- Follow any other rules established by the operator of the bus.

### Parking/Traffic Regulations—High School

Students who drive cars to school are required to park in the designated student parking lots. Cars must be parked between yellow lines on the parking lot pavement. Cars which are not parked in the proper manner or area **may be towed away or booted at the owner's expense** and the student driver will be subject to disciplinary action.

All cars in the student parking lot must display a parking sticker in the lower right corner of the front windshield. Parking stickers must be purchased by the student on his/her own initiative in the appropriate office. Middle School students are not allowed to drive.

Parking privileges are also provided for students who ride bicycles, motorbikes, or motorcycles to school. Areas of operation of these vehicles are limited to the parking lot or clearly defined driveways and do not include the sidewalks.

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Security demands that students leave their vehicles immediately upon arrival in the parking lot.

**No student without a pass from an administrator may enter the student parking lot during the day.**

Vocational students who must leave via the parking lot during the day must have their vocational pass and identification available and must not loiter in the parking lot before leaving or after returning to the campus. The use of a car is a privilege and can be revoked.

Drivers are expected to exercise good judgment behind the wheel at all times. On campus, ten miles per hour (10 MPH) is the maximum speed limit.

Violation of any of these regulations is considered misconduct and may result in removal of parking privileges.



# SBISD Student Acceptable Use Guidelines for Technology Resources

## Government Laws

Students will use computers in conformity with laws of the United States and the State of Texas. Violations include, but are not limited to, the following:

1. **Criminal Acts**—These include, but are not limited to, “hacking” or attempting to access computer systems without authorization, harassing email, cyber bullying, cyber stalking, child pornography, vandalism, and/or unauthorized tampering with computer systems
2. **Libel Laws**—Publicly defaming people through either published (or the publishing of) material on the Internet, email, etc.
3. **Copyright Violations**—Copying, selling, or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright); engaging in plagiarism (using others’ words or ideas as your own)
4. **Personal Information**—Unauthorized disclosure, use, and dissemination of personal information regarding minors

## District-Related Policies

See **Board Policies CQ (LOCAL), CY (LOCAL), DH (LOCAL), FN** series, and the *SBISD Student Code of Conduct*.

## Network Resources

The use of the school network is a privilege, not a right, and may be revoked if abused. The student is personally responsible for his/her actions when utilizing the school’s computer resources.

## Privacy

Network storage areas are the property of the school district. The Network administrator may review any storage area of the network to maintain system integrity and to insure students are using the system responsibly.

## Copying/Downloading

Students are NOT permitted to download or install any software, shareware, or freeware onto the school’s computers. Students are NOT permitted to copy others’ work or intrude into others’ files.

## Monitored Use of Electronic and Web-Based Accounts

Electronic mail transmissions and other use of the electronic communications system by students shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational or administrative purposes.

Suspected violations of acceptable use by students shall be reported first to the campus principal and, if necessary, by the campus principal to the Associate Superintendent for Administration and Operations.

## Digital Citizenship and Responsible Use for Any Technology Equipment (Personal or District-owned) in SBISD

Students will:

- Understand that passwords are private. Students will not allow others to use their account names and passwords or try to use those of others. Students will understand that their school network and email accounts are owned by the District and are not private.
- Use technology resources responsibly. Students will not retrieve, save, or display hate-based, offensive or sexually-explicit material using any of SBISD’s computer resources. Students are responsible for not pursuing material that could be considered offensive. Students will understand that they are to notify an adult immediately if by accident they encounter materials which violate appropriate use.
- Be polite and use appropriate language in email messages, multi-user role-playing and/or virtual learning environments (e.g. Second Life), online postings, and other digital communications with others. Students will refrain from using profanity, vulgarities, or any other inappropriate language as determined by school administrators.
- Use email and other means of communications (e.g. blogs, wikis, podcasting, chat, instant-messaging, discussion boards, virtual learning environments, etc.) responsibly. Not use computers, handheld computers, digital audio players, cell phones, personal digital devices, or the Internet to send or post hate or harassing mail, pornography; make discriminatory or derogatory remarks about others; or engage in cyber bullying and “sexting,” harassment, or other antisocial behaviors either at school or at home. Users who access such material are

expected to discontinue the access as quickly as possible and to report the incident to a supervising teacher.

- Understand that they represent the District in all online activities. Students will understand that what they do on social networking websites such as Edmodo, Twitter, and Facebook should not reflect negatively on their fellow students, teachers, or the District. Students will understand that they will be held responsible for how they represent themselves and their schools and District on the Internet.
- Understand that masquerading or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name as a joke.
- Use technology resources productively and responsibly for school-related purposes. Students will avoid using any technology resource in such a way that would disrupt the activities of other users.
- Refrain from attempting to bypass, or circumvent, District security settings or Internet filters; or interfere with the operation of the network by installing illegal software or web-based services and software.
- Understand that vandalism is prohibited. This includes but is not limited to modifying or destroying equipment, programs, files, or settings on any computer or other technology resource.
- Respect the intellectual property of other users and information providers. Students will obey copyright guidelines. Students will not plagiarize or use others' work without proper citation and permission.
- Refrain from the use of or access of files, software, or other resources owned by others without the owner's permission. Students will use only those school network directories that are designated for their use or for the purpose designated by their teachers.
- Follow all guidelines set forth by the District and/or their teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting, or video server).
- Understand the Internet is a source for information that is both true and false; and that the school is not responsible for inaccurate information obtained from the Internet.
- Understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.

- Agree to abide by all Internet safety guidelines that are provided by the school and to complete all assignments related to Internet safety.
- Agree to save only school-related work and information to data storage folder(s) provided by the District.
- Agree not to distribute personal information about themselves or others; this includes, but is not limited to, last names, personal addresses and telephone numbers.

#### **District-issued Student Email Accounts**

Students may gain access to a District-issued email account at school. If your child has access to the Internet from home, then he/she will be able access this email from home. Email accounts will be created for all SBISD students and used when an academic need is identified by a teacher. The goal of student email will be to enrich educational excellence. Email exchanges might include, but not be limited to, correspondence with field experts or mentors, students in other locations, classroom teachers (to submit questions or allow the teacher to send home assignments); subscribing to listservs; or transmitting class documents from home to school. Students may not access personal email accounts during the instructional day.

Students and parents are required to sign the Parent/Guardian/Student Acknowledgement Form before accessing their email account information. The SBISD Student Acceptable Use Guidelines for Technology Resources provides protection for the student and SBISD. Instructions for using student email will be provided by the classroom teacher. The student email account will remain active as long as the student is enrolled in SBISD. Please keep in mind that email accounts are the property of SBISD and as such are not completely private. The SBISD Student Acceptable Use Guidelines for Technology Resources identifies that the users are charged with maintaining the security of their own files by not sharing their password with others.

Students understand use of the student email account is viewed as a privilege and as such access may be used for educational and research purposes only. Misuse may result in school disciplinary action and in loss of email privileges.

Students WILL NOT:

- Send electronic mail inappropriate for educational purposes
- Subscribe to inappropriate newsgroups
- Use inappropriate language
- Reveal personal information about themselves or another person

- Participate in illegal activity
- Engage in activity which may pose a risk to anyone
- Use email for commercial, political, or advertising purposes
- Allow others to use their account name or password
- Access their personal email accounts during the instructional day

#### Use of Personal Devices from Home

With campus/teacher approval students may use personal devices as part of the classroom instructional program and may access the Internet. Students will assume responsibility for any technical issues related to their personal devices. The District will not install, troubleshoot, or access the personal device. The District is not responsible for installation of software, peripheral devices, or for any loss or damage of personal devices.

1. When using devices for instructional purposes while on campus, students must use the District's wireless Internet services and are prohibited from using a personal wireless service.
2. When use of any telecommunications or personal electronic device is granted, the use may not in any way:
  - Disrupt the educational process in the District
  - Endanger the health or safety of the student or anyone else

- Invade the rights of others at school
- Involve illegal or prohibited conduct of any kind

Specifically, the use of a cell phone or any device that may be used to take pictures, capture images or video in any locker room, bathroom, or other areas in which students dress is prohibited at all times.

#### Disclaimer

These guidelines apply to stand-alone computers as well as computers connected to the network/Internet. The District makes no warranties of any kind, whether expressed or implied, for the services it is providing and is not responsible for any damages suffered by users. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its negligence or user errors or omissions. The District is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the network/Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

### Visits to SBISD Schools

Students may not visit another school campus during school hours without administrative approval. Failure to obtain approval is considered misconduct.

Students may not have visitors without prior approval from parents and school administration. Approval will be granted **only** in rare and unusual circumstances. Student's visitors are subject to all school rules and regulations.

Persons visiting SBISD schools must obtain a visitor's pass from the main office or be subject to laws pertaining to criminal trespassing.

Upon arrival to school, all parents and visitors must check in at the front office with a photo ID. All visitors will have their ID run through the RAPTOR system to ensure the safety of our students and staff. RAPTOR is the visitor registration software used on our campuses that verifies and keeps a record of all visitors on the campus.

# ACADEMIC INFORMATION

## Course Offerings

Our schools exist for the benefit of the students and to provide a site where optimum learning can take place. The parents are an integral part of this process through their support of the school and their help and encouragement of the child. The proper learning environment requires a combined effort from the school, the parent, and the children. The three parts must function together to maximize learning. This handbook is provided to help inform you about the school and its policies. It contains academic information, general information, and the *Student Code of Conduct*. A child's behavior is very important to his/her learning and the learning of the other students. Parental support is needed and appreciated in observing the following rules and regulations:

1. Students will respect school district personnel and students;
2. No fighting and/or profanity;
3. Students may not leave class or school grounds without permission;
4. No defacing of school property;
5. No tobacco, alcohol, or other drugs permitted on campus;
6. Other inappropriate behavior as defined in the *Student Code of Conduct*.

SBISD offers a challenging and comprehensive curriculum to meet the diverse interests and needs of our students. All schools offer complete programs with a variety of options. In addition, individual campuses offer a rich program of electives to meet the interests and needs of their students. All students will take a full course load of classes as determined by the individual school's schedule. Some courses require quality prerequisites; i.e., a certain grade or level of performance in the preceding course is required in order to continue that course. Students should consult with counselors to determine the courses available on their campuses.

### Schedule Changes

Student-parent course selections determine the overall academic schedule for the school. The building principal requests for the following year the number of subject teachers based on the student course selections made prior to June 1. All schedule change requests initiated by the student or parent will **require a parent signature**. After that date the

only courses students may drop or add are those necessary to work out errors or conflicts. If a student is enrolled in a course for which the prerequisites have not been met, **it will be the responsibility of the student to request a schedule change**.

Schedule changes are made by the counselor with approval of the principal for the purpose of correcting errors in schedules, leveling classes (removing students from overloaded classes and adding to smaller classes), and making adjustments to eliminate conflicts. Reasonable access to the principal is granted. Requests of schedule changes rest upon the principal's decision, due to the impact that may occur to class sizes and displacement of students school-wide.

### Texas Education Agency and UIL Guidelines

Due to University Interscholastic League (UIL) and TEA attendance guidelines, under no circumstances will a student be allowed to drop a high school course without a grade after the end of the third week of school in the first and fourth six weeks periods.

### Human Sexuality Instruction

In response to *Senate Bill 283*, SBISD is providing written notice of our intent to provide human sexuality instruction to students. *Senate Bill 283* specifies:

*Before each school year, a school district shall provide written notice to a parent of each student enrolled in the district of the board of trustees' decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:*

- (1) *a summary of the basic content of the district's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;*
- (2) *a statement of the parent's right to:*
  - a. review curriculum materials as provided by Subsection (j); and*
  - b. remove the student from any part of the district's human sexuality instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and*

- (3) *information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the local school health advisory council established under Subsection (a).*

A parent may use the grievance procedure adopted procedure set forth in **Board Policy FNG (LOCAL)** concerning a complaint of a violation of *Subsection (i)*.

SBISD Board of Trustees approved the following curricula to be used as a supplemental program to our state adopted text in the middle school and high school classes:

Middle School – It’s Your Game, Keep It Real  
[www.itsyourgame.org](http://www.itsyourgame.org)

High School – Reducing the Risk  
[www.etr.org](http://www.etr.org)

Each of these programs provides detailed information on motivating students to set goals, make good decisions, develop healthy relationships, and choose abstinence.

A Human Growth and Development curriculum is offered in grade 5. This program addresses the challenges resulting from the physical, emotional and social changes experienced by the child approaching puberty. This program covers the structure and function of the human body, general health, and general hygiene.

Letters will be sent home prior to the presentation of curriculum materials informing parents of program details.

Parents are encouraged to participate in the District School Health Advisory Council (SHAC). Meeting information can be found on the District website at <http://cms.springbranchisd.com/health/CSH/DSHAC/tabid/26371/Default.aspx>.

### Virtual Learning

The Academy of Choice’s Virtual High School (VHS) program offers online courses for both Original Credit and Credit Recovery. Students can access online courses through the Academy of Choice Day or Night School programs or through their home campuses. Some face-to-face time is required, but most course work can be completed any place and any time, offering maximum flexibility to students and parents. Students have a remote online teacher and an on-campus liaison for assistance and support. VHS uses courses from the Texas Virtual School Network catalog ([www.txvsn.org](http://www.txvsn.org)) and Aventa Learning. Courses are rigorous, 100% TEKS-aligned and highly-interactive to provide the excellent preparation for TAKS/STAAR, End-of-Course Exams, and post-secondary success. Virtual teachers are specially trained in online teaching skills according to the International Association for K-12 Online Learning (iNACOL) standards ([www.inacol.org](http://www.inacol.org)). Students may check out a netbook for the duration of the course. VHS provides students with several pre-enrollment tools to help them gauge their skills and readiness to successfully complete online courses. To explore VHS go to <http://aoc.springbranchisd.com> and click on Virtual High School; contact your counselor; or email [elearning@springbranchisd.com](mailto:elearning@springbranchisd.com). [Board Policy EHDE (LEGAL), (LOCAL); EHDD (LEGAL), (LOCAL)]

## Academic Programs and Services

Since all students in SBISD are enrolled with the anticipation of further education after high school, the curriculum of the courses is designed as college preparatory.

### Dual Credit (Grades 9-12)

Students who meet eligibility requirements to enroll at Institutions of Higher Education (IHE) such as Houston Community College (HCC) or the University of Houston–Downtown (UHD) are eligible to earn college credit at the IHE for specific approved courses while concurrently earning high school credit.

These specific courses meet TEKS for high school coursework and may be offered either at their home campus or on the IHE campus. Students interested must meet eligibility criteria and must pay tuition and/or out-of-district fees set by the IHE and for their books. Students should contact their counselor on their campus for additional information.

Students enrolled in certain Career and Technology courses are also eligible to receive college credit at post-secondary institutions with special articulation agreements with SBISD. For specific information, contact the instructor and your counselor on campus.

### Concurrent Enrollment

Students who meet eligibility requirements to enroll at the Institution of Higher Education (IHE), the University of St. Thomas (UST), can earn college credit at UST. These courses have not been approved for high school credit but can earn college credit and are offered at the UST campus. Students interested must meet eligibility criteria and must pay tuition set by UST and for their books. Students should contact their counselor on their campus for additional information.

### Early College Program

The Early College Program is a program where students if fully participating can complete their high school education with 30 hours of college credit. Students are concurrently enrolled in high school courses, as well as college courses. Students take 6 hours of college credit during both semesters of their 11<sup>th</sup> and 12<sup>th</sup> grade years and are encouraged to take 6 hours in the summer in-between each year. These courses may be offered at the Institutions of Higher Education (IHE) e.g. Houston Community College (HCC)–Spring Branch Campus or the University of Houston–Downtown or at the home campus. Students interested must submit applications by the deadline, meet eligibility criteria for the IHE identified, and must pay tuition and/or out-of-district fees set by the IHE. Students can apply for SBISD need-based scholarships that may be available to offset tuition and/or out-of-district fees. Students are responsible for securing the books required for these classes. Transportation may be available to HCC–Spring Branch Campus. Students should contact the counselor on their campus for additional information.

### Pre-Advanced Placement (Pre-AP)

Pre-AP courses are offered in earlier grade levels to prepare students for the rigor of Advanced Placement courses available in high school. Compared with regular college prep courses, the Pre-AP course will be more demanding, and often requires more time and work, but does offer the student greater opportunity to master a subject and to explore it in greater depth. Pre-AP is a set of content-specific strategies designed to

- Build rigorous curricula;
- Promote access to AP for all students;
- Introduce skills, concepts, and assessment methods to prepare students for success in the AP program; and
- Strengthen curriculum and increase the academic challenges for all students.

Students and parents should carefully consider the extra time commitments these strenuous courses may require, and discuss how to manage that commitment with other time-consuming activities.

### Advanced Placement (Grades 9-12)

Advanced Placement (AP) is a nationwide program of college-level courses and exams that gives high school students the opportunity to receive advanced placement and/or credit in college. AP courses are introductory college courses. Compared with regular college preparatory courses, the AP course will be more demanding. AP courses often require more time and work, but they give a greater opportunity to master a subject and to explore it in greater depth. The work done in an AP course helps to develop skills and student habits that will be vital in college. Students learn to analyze problems effectively, improve writing skills, and prepare for exams. At the end of the course, students are encouraged to take an AP exam, through which they may earn credit, advanced placement, or both for college courses.

Any student may take an AP course, but should be aware that taking an AP class is a serious commitment to studies. Students and parents should give careful thought to how many AP courses to take in one year. Each high school campus's offerings may vary, so consult with the counselor for specific information.

### Pre-AP/AP Open Access Guidelines

The purpose of the Pre-AP/AP entrance and exit guidelines is to provide information to parents and students and to facilitate student success in academically challenging courses. While Pre-AP/AP courses are open to any student wishing to enroll, parents and students should consider the profile of students who typically experience success in Pre-AP/AP courses. **The decision to enroll in Pre-AP/AP courses ultimately rests with the parents and the students.**

The school also provides powerful input through teacher recommendation and communication with parents regarding the challenges of the Pre-AP/AP curriculum and information about indicators of student success. Pre-AP/AP classes in SBISD stimulate and challenge students to perform at an advanced academic level. Therefore, Pre-AP/AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom. Please see your counselor if you have any questions regarding the Pre-AP/AP courses.

## Entrance Guidelines for Pre-AP/AP Courses

We encourage students who are interested in the Pre-AP/AP courses to enroll. The following guidelines provide a profile of a student who typically experiences success in Pre-AP and AP courses.

- Successful completion of prerequisite coursework
- Current or previous successful performance in related area/course
- 85<sup>th</sup> percentile or above on the most recent standardized achievement test or other district-identified testing measure; minimum 7<sup>th</sup> stanine at or above the 50<sup>th</sup> percentile
- Teacher recommendation
- Careful consideration of demands of extracurricular activities, employment, community service, religious activities, and homework

## Exit Information regarding Pre-AP/AP Courses

- The opportunities for a student to choose to exit a Pre-AP/AP class are limited to within the 1<sup>st</sup> formal grading period (six weeks or nine weeks) and at the end of the 1<sup>st</sup> semester. At this time students should consider choosing to exit a Pre-AP/AP course if they are not maintaining at least a “C” average. This decision requires parent/guardian approval.
- If a student’s grade in a Pre-AP/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the Pre-AP/AP course unless otherwise recommended by the building principal. Reassignment from a Pre-AP/AP course to a grade level course will be recommended by campus personnel.
- For Pre-AP/AP courses for which there are no grade level equivalents, students must have at least a “C” average to remain in the course at end of the 1<sup>st</sup> six weeks. The parent/guardian of a student with a “D” average who wishes to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.
- If, at the end of the 1<sup>st</sup> semester, the student is earning a “D” or lower (below 75 average) and desires to drop the course where there is no equivalent Grade Level course, the student will select an elective based on availability and the ability to earn credit based on attendance 90% of the designated time.

## Parent/Student Contract

All participants in the Pre-AP/AP program will be required to sign a Parent/Student Contract available at each campus.

## Gifted and Talented Program

The Gifted and Talented (G/T) program is designed to meet the needs of students who are gifted in the area of intellectual ability. Screening for the program occurs during the second semester for current students, for services to begin the following year. Screening for new students is offered during the summer. Parents, students, or school personnel may refer students for screening by contacting the school counselor and notifying him/her of the referral for a specific student. Selection of students for G/T is based on multiple criteria. Contact the counselor to refer a student or request information about the program. Transfer students from gifted programs in other districts will receive information regarding SBISD gifted and talented program from the counselor at registration. G/T courses are available in language arts, mathematics, science, and social studies at all schools. In some cases, G/T classes may be combined with Pre-AP or AP classes.

## International Baccalaureate (IB)

The IB Diploma Programme and Middle Years Programme are offered at Westchester Academy of International Studies. They are demanding, rigorous programs of study that hold students to international standards. Major colleges and universities around the world readily accept the IB Diploma Programme. In some cases, students have earned enough college credits through the two-year schedule of coursework to begin post-secondary studies as sophomores. All public universities in Texas award a minimum of 24 college hours for the IB Diploma. Each university has specific policies concerning awarding credit for IB courses, so please consult your prospective university for more details.

To earn the IB Diploma:

- A student must successfully complete one course from each of six curriculum areas.
- Students complete Internal Assessment criteria during the course and sit for an External Assessment exam at the end of their 11<sup>th</sup> or 12<sup>th</sup> grade year.
- Students must accumulate 24 points out of a possible 42 points for the IB Diploma.
- In addition, students must take a combination of either 3 Higher Level and 3 Standard Level courses or 4 Higher Level and 2 Standard Level courses.
- A final requirement is the completion of the following IB specific coursework: Theory of Knowledge; Extended Essay; and Creativity, Action and Service (CAS).

If a student does not want to take all six courses for the IB Diploma, he/she may pursue completion of IB Certificates in selected classes. For example, a student may elect to take only IB English HL, IB History of Europe HL, and IB Visual Arts HL. These three IB courses would be subject to the same testing and assessment which would result in IB Certificates, possibly earning college credit.

International Baccalaureate Middle Years Programme (IB MYP)—WAIS is an authorized school for the IB Middle Years Programme. IB Middle Years Programme schools share a common philosophy—a commitment to high quality, challenging, international education that WAIS believes is important for their students.

### **Secondary ESL and Dual Language**

#### **English as a Second Language (ESL) (Grades 6-12)**

When a student indicates that he or she speaks a language other than English on the Home Language Survey, the state requires that an oral (IPT) and a norm-referenced test (ITBS) of English be administered. An LPAC (Language Proficiency Assessment Committee) will meet to recommend placement in an ESL program for students who qualify. Written parent permission is required for a student to receive ESL services.

#### **Middle School (Grades 6-8) ESL Program**

The middle school ESL program accelerates English language acquisition using sheltered instruction for English classes depending on the student's proficiency level. Teachers plan and deliver lessons that allow English Language Learners (ELLs) to acquire academic knowledge as they develop English language proficiency. Emphasis is placed on vocabulary development, written and oral communication, reading comprehension, and attentive listening. This program is for middle school students who have not yet met criteria to exit the ESL program. All middle school ELLs take English Language Arts with a teacher who is ESL-certified; and all of their content classes are taught by teachers who are trained in sheltered instruction which helps make content comprehensible, while developing academic language. All content teachers teach the Texas Essential Knowledge and Skills (TEKS) for their class, as well as incorporating the English Language Proficiency Standards (ELPS). All teachers of ELLs may, when appropriate, modify the pacing and methods and use accommodated materials.

#### **High School (Grades 9-12) ESL Program**

The high school ESL program accelerates English language acquisition using sheltered instruction for English classes depending on the student's proficiency level. A student whose proficiency level is "beginner" or "intermediate" is usually placed in The English for Speakers of Other Languages (ESOL) program. In grades 9-12 the state allows only two (2) credits of Eng I SOL and Eng II SOL to be counted as part of the state-approved English credits necessary for graduation. The teachers of Eng I and II SOL are dually-certified in high school English and in ESL. All other high school teachers of ELLs are fully certified in their content area as well as also trained in sheltered instruction. Teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency. Emphasis is placed on vocabulary development, written and oral communication, reading comprehension, and attentive listening. All content teachers teach the TEKS for their class, as well as incorporating the ELPS. All teachers of ELLs may, when appropriate, modify the pacing and methods and use accommodated materials. This program is for high school students who have not yet met the criteria to exit the ESL program.

#### **Secondary Dual Language Program**

The Secondary Dual Language program is currently offered at Westchester Academy for International Studies. Beginning in 2013-2014 it will be offered at Spring Forest Middle School and Spring Woods Middle School. This program has been expanded to two more middle schools to provide secondary dual language to students currently enrolled in elementary dual language programs. The Secondary Dual Language Program offers Pre-AP and AP courses. The student population served in this program is comprised of bilingual students of two language backgrounds: native English-speaking and native Spanish-speaking students. One of the main program goals is to achieve high levels of proficiency in English and Spanish. Cognitive research has shown that students in dual language programs typically develop greater cognitive flexibility and tend to become more aware of and show positive attitudes toward other cultures and appreciation of other people. Dual language instruction prepares students for career opportunities and for working and living in the global community.



### **Student Success Committee (SSC)**

The campus-based Student Success Committee meets to discuss instructional strategies and classroom/campus responses when a student's behavior or academic progress becomes of concern. The goal of the SSC conversations is to identify high quality instruction/intervention best matched to the student's needs.

### **Special Education and Related Services**

Special education and related services are specially-designed instructional services developed to support students, ages 3-21, with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with disabled and nondisabled peers in the public school system. Examples of special education and related services include specialized support, speech therapy, in-class support, and occupational therapy.

In Texas when students are suspected of having disabilities that impact their educational progress, the students go through a child-centered educational process in order to determine their eligibility for special education services. The first step in the process is referral. A referral can be initiated by a parent, a teacher, a doctor, and/or another professional. The information gathered will be used to determine whether the student will be evaluated to see if a disability exists and if the student needs special education services. Information reviewed will include the student's response to school interventions tried previously.

Federal regulations refer to an "IEP committee." In Texas, this committee is referred to as the admission, review and dismissal (ARD) committee. This committee will review the full and individualized evaluation results and all other information collected to decide if the student meets the federal definition of a student with a disability and needs special education services. If the student does need special education, the committee will develop an individualized education program (IEP) for the child based on the needs determined by the full and individual evaluation.

### **Request for the Use of a Service Animal**

The parent of a student who uses a service animal to perform tasks directly related to the student's disability may request consideration for the service animal to attend school. The request must be submitted in writing to the building principal.

Parents who have questions or a need for additional information should contact the building administrator or campus special education support staff for assistance.

### **Section 504 Services and Accommodation Plans**

Section 504 eligibility is determined by the 504 Committee composed of individuals knowledgeable about the student, the meaning of the evaluation data, and the various placement and services options available with consideration of Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE). Services and/or accommodations that may be provided for Section 504 eligible students may address academic, social, emotional, physical, and/or behavioral needs and other related services.

### **Section 504 of the Rehabilitation Act of 1973**

Section 504 of the *Rehabilitation Act of 1973* is a civil rights statute that prohibits discrimination on the basis of disability. It applies to all recipients of federal financial assistance. It provides that:

No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any service or activity which receives or benefits from federal financial assistance.

### **Eligibility for the Protection of Section 504**

An "individual with a disability" is any person who:

- has a physical or mental impairment that substantially limits one or more of the person's major life activities;
- has a record of such impairment; or
- is regarded as having such an impairment.

Section 504 regulations require districts to undertake Child Find activities to locate and identify eligible students who do meet, or the school district has reason to suspect may meet, Section 504 eligibility. Physical or mental impairment is determined based on an evaluation by the Section 504 Committee using a variety of data sources that may include test results, parent/teacher/physician reports, observation of student, review of report card/progress report, review of student work, as well as other sources. Substantial limitation is determined on a case-by-case basis by the Section 504 Committee, and there are no groups of students who are automatically eligible.

## Section 504 Grievance Procedure—SBISD

SBISD does not discriminate on the basis of disability in admission, access to services, or treatment in its programs and activities. Any complaints of discrimination in violation of federal law should be addressed through the procedure set forth in **Board Policy FNG (LOCAL)**, with the exception that the Level Two appeal shall be heard by the Section 504 Coordinator. **Policy FNG (LOCAL)** is available on the Internet at [www.springbranchisd.com](http://www.springbranchisd.com) (District Information—Board of Trustees). A paper copy of the policy may be obtained by contacting Jennifer Blaine, Ed.D.; Associate Superintendent of Administration & Operations; 713-251-2433; SBISD; 955 Campbell Road; Houston, Texas 77024.

The procedures described in **FNG (LOCAL)** apply only to complaints of discrimination on the basis of a student's disability. It does not apply to complaints relating to a student's educational programming or progress, manifestation determinations, or the provision of special services or instructional modifications/accommodations. Such complaints shall be addressed to a student's Section 504 Committee for discussion and resolution or may proceed to a Section 504 Hearing Officer if not resolved by the Committee.

### Office for Civil Rights (OCR) Complaint

At any stage in this procedure, the complainant has the right to file a formal complaint with the Office for Civil Rights; U.S. Department of Education; 1999 Bryan Street, Suite 2600; Dallas, Texas 75201-6810.

### Section 504 Coordinator

The Section 504 Coordinator for SBISD is Deb Darmer, Director of Special Education; 713-251-1702; 9000 Westview; Houston, Texas 77055.

### Identifying Dyslexic Students

District dyslexia services support identified dyslexic students within the school day at all SBISD schools. Screening for dyslexia occurs primarily at the beginning of the school year. However, it continues throughout the school year as needed. Highly-trained

dyslexia support teachers arrange schedules to meet the needs of identified students. As students advance through the grade levels, consultant services may continue even after direct services are no longer needed by the student. This ensures students and parents of continued progress monitoring.

Dyslexic students in grades 3-12 are eligible for specialized state testing support. When indicated, identified students may receive testing accommodations on specified state tests.

These accommodations may include:

- Oral reading of parts of test questions and/or answer choices at student request, or
- Oral reading of all test questions and answer choices throughout the test, and/or
- Extended time (until the end of the school day).

### Eligibility

Identified dyslexic students receive instructional support from dyslexia support teachers. For students not receiving special education services, a STAT/504 committee must determine and document which accommodations a student will receive. For students receiving special education services, the decision is made by the student's admission, review, and dismissal, or ARD committee. This decision must be made with all knowledgeable people involved, including the student's parents. All identified dyslexia students (3-12) meeting the eligibility criteria may use these accommodations if he or she:

- routinely and effectively uses the accommodation during classroom instruction and testing, and
- meets at least one of the following:
  - \* The student receives special education services and is identified with dyslexia or has evidence of reading difficulties.
  - \* The student receives Section 504 services and is identified with dyslexia or has evidence of reading difficulties.
  - \* The student does not receive special education or Section 504 services but is identified with dyslexia.

**Providing Assistance to Students  
Who Have Learning Difficulties or  
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 (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the IDEA is available from the school district in a companion document *A Guide to the Admission, Review, and Dismissal Process*.

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

- Texas Project First
- Partners Resource Network

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

Campus Student Success Committee (SSC) Coordinator

or

Special Education Office: 713-251-1700

## Additional District Programs

Home campus counselors and administrators have information on admission to any of the programs located at alternative campuses.

### **The Guthrie Center for Excellence (Grades 9-12)**

The Guthrie Center prepares high school students for success in their college and career future by providing relevant, meaningful, and project-based courses in a variety of career and technical areas. Agreements have been developed which allow eligible students to earn college credit via dual or articulated credit. Our programs and curriculum are continually refined with the help of our higher education and business partners to maintain relevancy in this ever-changing world and to provide a seamless transition from high school to college or immediate employment with a strong earning potential. Transportation is provided for The Guthrie Center students so they can attend their class and return to their home school.

### **Spring Branch Academy of Choice (Grades 9-12)**

Spring Branch Academy of Choice (AOC) is an alternative to the traditional, comprehensive high school in SBISD. Students discover academic commitment through unique approaches to learning that include self-paced, smaller classroom settings; Service Learning; acceleration and integration of the fine arts. The school offers instruction both in day and night classes with support from a college counselor and mentoring programs to ensure student success. In order to be considered for enrollment, students should discuss the AOC opportunity with their home school counselor and ask for a recommendation. Motto: Learning for All! Whatever It Takes!

### **Westchester Academy for International Studies (Grades 6-12)**

Westchester Academy for International Studies (WAIS) is a SBISD school that opened in the fall of 2000 and now has students in grades 6-12. Westchester Academy is open to grade 6-12 students who meet SBISD eligibility requirements, agree to contribute to a positive school environment, and are interested in academic achievement. All students who attend WAIS do so by choice and are randomly selected through a lottery process for a limited number of openings. The school offers a college preparatory program and small personalized classes that foster positive relationships and personal creativity. The school features an international theme that integrates the global studies of business,

languages, cultures, governments, and the fine arts into a solid core curriculum. The International Baccalaureate Programme is offered as well as numerous Advanced Placement classes in grades 9-12. All middle school core academic classes are taught at the Pre-Advanced Placement level. Middle school students at WAIS are restricted from participation in UIL athletics.

### **Cornerstone Academy (Grades 6-8)**

Cornerstone Academy is a charter middle school which is part of SBISD. The school strives to provide a unique environment that ensures high academic standards, meaningful partnerships, and a creative learning environment with expectations for students to respect and appreciate others, think critically, communicate effectively, and solve problems collaboratively and individually. All core classes are Pre-AP and utilize instructional strategies for the gifted and talented as well as differentiated curriculum to meet the needs of all learners. To be eligible to attend Cornerstone, students must be eligible to attend SBISD schools and have at least a C (or equivalent) average or better in all classes. Students at Cornerstone Academy are restricted from participation in UIL athletics.

### **KIPP Courage College Prep (Grades 5-8)**

KIPP Courage College Prep opened at Landrum Middle School in July of 2012 and currently serves 207 college-bound fifth and sixth grades from Houston's Spring Branch community. The school will expand by one grade level each year until it eventually serves nearly 400 fifth through eighth grade students.

The academic and co-curricular programs will develop in underserved students the academic skills, intellectual habits, and qualities of character that prepare students for high school and going to and through college.

KIPP Houston's mission is to develop in underserved students the academic skills, intellectual habits and qualities of character necessary to succeed at all levels—prekindergarten through 12<sup>th</sup> grade, college and the competitive world beyond. Guiding the work of KIPP is a commitment established by its Co-Founder Mike Feinberg to teach students to "Work Hard and Be Nice."

KIPP is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life. There

are currently 109 KIPP schools in 20 states and the District of Columbia serving more than 32,000 students.

To read more about KIPP Houston, please visit <http://kipphouston.org/>.

### YES Prep Northbrook (Grades 6-8)

YES Prep Northbrook is a school-within-a-school program at Northbrook Middle School. YES Prep Northbrook will add a grade each year as the inaugural class moves towards eighth grade. YES Prep Northbrook's comprehensive educational program features personalized attention from dedicated teachers who are available anytime for support, enrichment activities, rigorous college prep

curriculum, and parental involvement opportunities to guide each student to make and achieve success beyond high school.

The mission of YES Prep Public Schools is to ensure that each of the graduates successfully completes a four-year college or university and earns a degree. To that end, the curricular program we follow in middle school and high school has been designed to prepare students for the rigors of college level work. Students can expect demanding classes, teachers who expect participation and engagement, opportunities to think about problems and issues in multiple frameworks, and an emphasis on clear, concise, and accurate written and verbal communication.

## Grading System

### Numerical Grades

Numerical grades will be reported in accordance with state law:

<b>A</b>	90-100	Excellent Progress
<b>B</b>	80-89	Good Progress
<b>C</b>	75-79	Average Progress
<b>D</b>	70-74	Poor Progress
<b>F</b>	Below 70	Failure
<b>I</b>		Incomplete
<b>NG</b>		No Grade—No credit due to late enrollment or scheduling conflicts

- S** – Satisfactory (good attitude, generally cooperative, generally observes school rules and regulations)
- N** – Needs Improvement (attitude needs to improve, infractions of school rules and regulations)
- U** – Unsatisfactory (poor attitude and uncooperative, disrupts class, and shows little respect for school rules and regulations) *[may not be given unless the teacher has contacted the parent and discussed the issue with a campus administrator]*

### Incomplete Grades

Incomplete grades must be finalized within two weeks of the grading period following the incomplete grade. After that time the grade for all missed work will revert to a zero, except in extenuating circumstances as approved by the building principal.

### Conduct Grades

Conduct grades may affect participation in school activities:

- E** – Excellent (exemplary attitude, always cooperative, always observes school rules/regulations)

### Class Rank

#### Academic Achievement Class Ranking [Board Policy EIC (LOCAL)]

In addition to the designation of a valedictorian and a salutatorian of the graduating class, there shall be designated honor students to be recognized at the commencement exercises as follows:

1. Graduating magna cum laude—the upper five percent of the class
2. Graduating cum laude—the next highest ten percent of the class

The class rank for a student shall not be calculated or reported on a student's academic transcript except for the top ten percent of the class as required by law unless on or before October 15<sup>th</sup> of each school year, the student requests in writing to have the student's class rank reported. For students requesting inclusion

of class rank on their transcript, class rank shall be determined by a weighted grade point system established by the District, and grades earned in approved District distance learning/virtual courses taken as part of the normal course load (the number of periods in a normal school day as established by each campus) shall be included in the calculation of class rank. Grades earned in approved District distance learning/virtual courses in excess of the normal course load shall not be included in this calculation.

### Honor Graduate Certificate and Declaration

In accordance with the *Texas Education Code* and **Board Policy EIC (LOCAL)**, the governing board of each institution of higher education may issue scholarships each year to the highest ranking graduate of each accredited high school of this state, exempting the graduates from the payment of tuition during both semesters of the first regular session immediately following their graduation.

When a high school has more than one student qualifying for top honors, the high school principal shall select a committee to determine which student tying for valedictorian honors at the principal's high school will be awarded the honor graduate certificate and declaration.

The committee shall have the option of considering the following criteria in reviewing the applicants:

1. All students qualifying for valedictorian honors who plan to attend a state-supported college or university.
2. The numerical average of each student's previous years' grades.
3. SAT scores taken by each student during his or her high school career.
4. An essay written by each student on a topic of the committee's choice.
5. Documented community service hours performed by each student during his or her high school career.
6. The number of District courses completed by each student during his or her high school career.

The committee shall document the procedure used to identify the top honor graduate.

### Weighted Letter/Numerical Grades

Weighted grades are used only to compute class rank. The calculation of a high school student's grade point average for rank in class is based on grade points assigned as follows:

Level	A	B	C	D	F
Numeric Grade	90-100	80-89	75-79	70-74	69 & below
Advanced (Q, P, G, I, D)*	7	6	5	4	0
Grade Level/ Accelerated	6	5	4	3	0
Modified (V)	5	4	3	2	0
Basic/Functional	4	3	2	1	0

- \* Q – Pre-Advanced Placement
- P – Advanced Placement
- G – Gifted/Talented
- I – International Baccalaureate (IB)
- D – Dual Credit (effective for students entering high school in 2014-2015)
- V – State-approved course with modifications for students receiving special education services

Special education courses may not be weighted alone at the bottom of the GPA system solely on the basis that they are designated as special education courses. Weighted grade points with lower value must be based on curriculum modifications specified in the student's IEP.

The following are the basic points of the plan as approved by the Board of Trustees:

- a. Weighted grade points will be awarded to Pre-AP/AP/GT/IB/Dual Credit courses in the four required academic areas only. Weighted grade points may be awarded to the following Pre-AP, AP, GT, IB, and Dual Credit (Dual Credit effective for students entering high school in 2014-2015) courses when taken in grades 9-12:

English: English I, II, III, IV

Mathematics: Geometry, Algebra II, Statistics, Pre-Calculus, Calculus, Independent Study

Science: Biology I, II; Chemistry I, II; Physics I, II, C; Environmental Science AP

Social Studies: World Geography, World History, US History, Government, Economics, European History, Psychology, Human Geography, Government 2, Sociology

- b. A student may receive weighted grade points for only one course in each of the four required academic areas each calendar year.
- c. Pre-AP, AP, IB, and Dual Credit courses will be allowed in elective areas and will be reflected on the transcript but will not receive weighted grade points when calculating a student's GPA.
- d. Courses taken in middle school will be shown on the transcript but will not be used when calculating the GPA.

#### Areas Not Counted in Class Rank Computation

- Correspondence Courses/On-line Courses not taken during school day
- Credit by Examination
- Summer School Original Credit Courses
- Middle School Courses

#### Ten Percent Rule

For two years following their graduation, District graduates who ranked in the top ten percent of their graduation class are eligible for admission into four-year public universities and colleges in Texas with the exception of the University of Texas at Austin. Beginning with students entering high school in 2014-2015, students who graduate on the Foundation Plan with Endorsements must successfully complete four math credits to include Algebra II, four science credits, and at least one Endorsement to be considered for top ten percent eligibility. Based on *SB 175*, The University of Texas at Austin is to automatically admit enough students to fill 75% of available Texas resident spaces. (See *counselor for details*.) Student and parents should contact the counselor for further information about how to apply and the deadline for application.

## Credit Requirements

### Middle School (Grades 6-8)

#### Grade Level Courses

To meet the diverse interests and needs of our students, SBISD offers a challenging and comprehensive curriculum. All students will enroll in the appropriate grade level academic courses listed below. Students may choose from a wide variety of electives which may vary on individual middle school campuses.

- a. Academics 6-8: language arts, mathematics, social studies, science, athletics/health fitness\*, and computer literacy\*.
- \* Students must complete four semesters of Health Fitness/Athletics during middle school. One semester of computer literacy must be completed by eighth grade. In some schools this may be accomplished through integrating the material into other courses.
- b. Electives: Individual middle school campuses will offer a wide variety of electives that could include the following:
  - Fine Arts (art, music)
  - Career & Technology
  - Technology Applications
  - Service, e.g. Student Aide

#### Advanced Courses

For students who meet specific requirements, advanced courses are sometimes available. Advanced classes are designed to move faster or to probe more deeply than regular academic classes. Students must maintain certain academic standards to enroll and remain in these courses. Information on qualifying for these courses can be obtained from the grade level counselor. Advanced classes are designated as Pre-AP or Gifted and Talented.

#### Middle School Promotion

In accordance with **Board Policy EIE (LOCAL)**, in grades 6-8, promotion to the next grade level shall be based on a final grade of 70 or above in language arts, mathematics, science, and social studies. Students in grades 6, 7, and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted.

In the event a student does not meet requirements for promotion, a Grade Placement Committee (GPC) will be formed. The GPC is a campus committee composed of the principal or the principal's designee, the student's teacher, and a parent or guardian. The

GPC convenes for each student who fails to meet the promotion requirements including demonstrating proficiency on the second administration of the state test in reading or mathematics. The GPC has a decision-making responsibility concerning accelerated instruction, promotion and retention, and review upon appeal by a parent whether to promote or retain a student.

The District shall follow these steps in making decisions regarding promotion or retention of that student:

1. Establish a Grade Placement Committee that must include the student's parent.
2. Review student assessment as outlined for grade 8.
3. For grade 8 a matrix using the *Light's Retention Scale* shall be a part of the decision-making process. Upon request, parents may review this instrument.
4. Identify any possible intervention processes such as Optional Extended Year programs.

In grade 8, according to the requirements of the Student Success Initiative (SSI), satisfactory performance (Level II) on grade 8 state reading and mathematics assessments (STAAR) are criteria for promotion to grade 9.

#### **Academic Credit for Middle School Coursework (Grades 6-8)**

Students who successfully complete high school coursework in middle school will receive credit toward high school graduation. Each semester grade and the credit earned will be recorded on the transcript but will not be included in the student's grade point average or class rank. Students must successfully complete two years of the same foreign language to receive one high school credit.

#### **Credit by Examination (Grades 6-8)**

Credit by Examination is offered four times each year to middle school students who wish to place out of a grade. Students must score 80% or above on all four core subject areas (language arts, mathematics, science, and social studies). Students may also take exams for high school course credit in which the student has received no prior instruction. Students must score 80% or above in order to earn credit. If such credit is given, the score will be entered on the student's transcript but will not be computed into the student's grade point average (GPA). Middle school students who receive credit through examination for courses in which there is an associated End-of-Course exam are exempt from the End-of-Course exam. The credit awarded through examination

serves as the credit for the exam to meet graduation requirements. Application forms and information on testing dates are available through the counselors' offices.

#### **Credit by Examination for Foreign / World Languages [Languages Other Than English (LOTE)] (Grades 6-12)**

Students who speak another language(s) are encouraged to take Credit by Examination (CBE) to receive one year of credit for each CBE level passed and advance to a level commensurate with their skills. Students should confer with their teacher and/or counselor, fill out the application, and return it as directed.

For LOTE/foreign/world languages not taught in SBISD, prior approval from the building principal and the Office of Accountability and Research is required. The College Board offers testing in various languages, including those not taught in the District. Students should confer with counselors about the SAT from the College Board in the language in which they are proficient. Students must arrange, register, pay for these tests, and have reports forwarded to their high school to receive credit. In each case the numerical grade will be posted on the transcript if credit is awarded, per state requirements. There is no effect on the student's GPA. <http://cms.springbranchisd.com/Default.aspx?alias=cms.springbranchisd.com/forlang>

#### **Auditing a Course (Grades 6-12)**

SBISD does not encourage a student to repeat a class during the regular school year for which credit has been earned. Additional credit may not be earned for repeating the class; however, the grade is recorded on the transcript and in high school calculated into class rank.

#### **Course Credit (Grades 6-12)**

This notification is in accordance with the *Texas Education Code* which in summary states:

- Students may be promoted only on the basis of academic achievement. A district may not grant social promotions;
- Students must maintain a grade average of 70 on a scale of 100 in order to receive credit for the course;
- Students must achieve mastery of 70% of the Texas Essential Knowledge and Skills for each course;
- A student may not be given credit for a class if the student is not in attendance 90% of the days the class is offered;



- Regardless of loss of credit due to excessive absences the grade will be recorded on the student transcript and will be included in computing class rank.

Students who do not meet the minimum 90% attendance, but were in attendance at least 75% of the days the class was offered, will have their absences reviewed by a local campus committee each semester. The committee will determine time needed to make up for absences and/or any Alternative Learning Activity (ALA) required for retention of credit.

### Summer School (Grades 6-8)

Students may attend summer school to obtain credit for a course they have failed during the regular term. Further information regarding summer school will be published prior to registration for summer school and will be available from the counselor.

## Credit Requirements

### High School (Grades 9-12)

Grade-level advancement for students in grades 9-12 shall be earned by course credits. **Board Policy EIE (LOCAL)**

#### Categories for Determining How Credit Is Earned (Grades 9-12)

For the purpose of determining how credit will be earned, all approved courses are divided into categories:

**Category I:** Beginning school year 2013-2014 for all high school courses and all high school students: One unit course with provision for one-half credit. A full year credit will be earned when the first and second semester grades averaged together are at least 70. One-half credit is earned for either semester passed.

**Category II:** Independent one-half credit course.

#### Requirements for Each Grade Level (Grades 9-12)

A student's grade level is determined by the number of state-approved high school credits he/she has earned.

The following chart indicates the number of credits required for each grade level in high school:

9 <sup>th</sup> Grade	0 state credits
10 <sup>th</sup> Grade	5 state credits
11 <sup>th</sup> Grade	11 state credits
12 <sup>th</sup> Grade	17 state credits

Regardless of the number of high school credits earned during middle school, all first year students in high school will be classified as 9<sup>th</sup> graders.

All students classified as seniors must be able to fulfill graduation requirements by the end of the school year (defined as August 1–July 31) in which they are classified as seniors. Students must meet all SBISD and Texas Education Agency (TEA) requirements to participate in graduation.

#### Correspondence Courses (Grades 9-12)

Students may earn credit units as stipulated by TEA through correspondence from the extension divisions of the University of Texas at Austin or Texas Tech University. Correspondence courses should be used only in emergency situations and prior written approval must be obtained from the principal. The building principal must approve the time frame allowed for student completion of the course.

**Board Policy EHDE (LOCAL):** A student may earn a maximum of 1.5 high school graduation credits, or local credits, per semester through correspondence or virtual courses during any one school year. Students shall seek approval from the campus principal or designee to take additional correspondence or virtual coursework for credit during the summer months. Final culminating assessments for correspondence and virtual courses must be taken on District premises in the presence of a District administrator or designee. The Superintendent or designee may waive limitations on an individual basis for extenuating circumstances.

## Credit by Examination (Grades 9-12)

Credit by Examination is offered for two different groups: students with prior instruction in the class and those without. Four opportunities will be given to earn State-approved credit per year. Students must apply through their counselor and obtain approval to test prior to the testing date. Students who test without prior approval may not be granted credit. Students who receive credit through examination for courses in which there is an associated End-of-Course exam are exempt from the associated End-of-Course exams. The credit awarded through examination serves as the credit for the exam to meet graduation requirements.

**No prior instruction**—The student must score 80% or above on an approved criterion-referenced examination. SBISD Central Administration administers these exams. Dates of these exams are set and advertised on the District website and at the campus. Applications will be available at the student's home school.

**Prior Instruction**—The student must score 75% or higher on a scale of 100. The exam may be generated by the academic departments at the home campus and may be administered by personnel designated by campus administration and will be graded by an instructor from the appropriate academic department. There is no fee for this process. If a student does not achieve a 75 on an exam, he/she may opt to take a second Credit by Exam available from a district-approved vendor. It will be the student's responsibility to request this option from campus administration.

*A student who has excessive absences or who has failed a course may not be permitted to earn or regain course credit through credit by examination unless so determined by the building principal, prior to testing.*

Application forms and information on testing dates are available through the counselors' offices.

## Earning College Credit While in High School

### Advanced Placement Exams for College Credit

The College Board offers a series of exams called Advanced Placement Exams which may allow a student to earn college credit. Each college has its own criteria for awarding credit, so students should check their preferred colleges' catalogs and websites.

### International Baccalaureate (IB) Diploma Programme for College Credit

Major colleges and universities around the world readily accept the IB Diploma Programme. In some

cases, students have earned enough college credits through the two-year schedule of coursework to begin post-secondary studies as sophomores. All public universities in Texas award a minimum of 24 college hours for the IB Diploma. Each university has specific policies concerning awarding credit for IB courses, so students should consult their preferred college's or university's catalog or website.

### Dual Credit—On Campus

A student may enroll in academic and/or technical courses for college credit before graduating from high school. Students receive both high school and college credit on successful completion of these courses. Grades earned will be used in calculating grade point averages and class rank. There is no limit on the number of credits a student may earn in this manner. The benefits of this program include:

- Earning 24-30 college hours while in high school
- Reducing time in college
- Preparation for a smooth transition to a college environment
- Less structured learning environment
- Substantial saving on college tuition

To qualify, a student must:

- Enroll online at an Institution of Higher Education (IHE) with which Spring Branch ISD (SBISD) has an agreement (e.g. Houston Community College System, University of Houston Downtown, and University of St. Thomas)
- Be responsible for paying the required tuition
- Submit scores from the Texas Success Initiative (TSI) or show exemption by way of SAT, ACT, PLAN, or PSAT scores.

Exemption scores are:

**SAT:** Critical Reading – 500  
Math – 500  
Composite (excluding Writing) – 1070

**ACT:** English – 19  
Math – 19  
Composite – 23

**PSAT:** Combined Score 107 with 50 minimum of Critical Reading and/or Mathematics

**PLAN:** Composite 23 with 19 or higher on English and Mathematics

- After August 26, 2013, students who do not meet exemptions for TSI will have to take the Texas TSI assessment for placement in college level courses

Some advanced coursework will require additional testing by IHE as a prerequisite. University of Houston Downtown (UHD) requires TSI testing for all applicants.

Students may take Dual Credit courses if offered on their home campus or on the IHE campus as part of the SBISD Early College Program. Scholarships may be available. Check with your counselor for details.

### **Dual Credit—Early College Program**

SBISD also has a districtwide Early College Program in which students take college courses at HCC Northwest College at Spring Branch or, if attending Stratford High School, take University of Houston Downtown (UHD) college courses at the high school campus. All of those participating in the UHD program are required to take the TSI test to determine eligibility. Please see your high school counselor for more information.

### **Dual Credit—Off Campus**

Under special arrangements students may apply for high school credit for college coursework if the course is comparable to an approved course. The student obtains a list of essential elements of the course and takes it to the college department chair or professor, who checks those elements included in the college course.

**TO APPLY TO SBISD** for permission, a student will submit to the principal:

1. Written letter of application signed by student and parents/guardians requesting permission to satisfy high school course requirement with a college course;
2. List of essential elements as marked by college course professor;
3. A list of textbook(s) used in college course;
4. Course syllabus or any other available descriptive information;
5. Dates on which the course begins and ends.

**TO RECEIVE CREDIT** for the course from SBISD, a student must provide a college transcript showing the numerical grade assigned. No credit will be granted for a failing grade. The grade assigned on the

transcript will become the grade recorded on the student's high school transcript, but will not be used to determine class rank.

### **Dual Credit (CTE)**

Dual credit courses offer college and high school credit at the same time. College-approved instructors teach the courses and college credit is awarded immediately after successful completion. Students are enrolled as college students and may be required to pay regular tuition and fees. Dual credit is for eligible 11<sup>th</sup> and 12<sup>th</sup> grade students. Students that transfer to a different college or university than the one who issues the dual credit are subject to that school's policies for accepting credits as part of a degree plan or as general elective credits.

### **Articulated Courses (CTE)**

Articulated credits are developed through a written agreement with individual colleges. These agreements specify a sequence of courses that will earn college credit and apply toward a certificate program and/or a degree once the student fulfills the obligations of the agreement. These requirements generally include earning a "B" or better in the articulated courses, completing all courses in the sequence, enrolling in the college within a specified time period, and earning a prescribed number of credits in that college. Once that is completed the articulated courses will be listed on the college transcript. Articulated courses are free and available through a number of higher education institutions that serve SBISD students.

### **Summer School**

Students may attend summer school to obtain credit for a course they have failed during the regular term, or to take courses that they cannot take during the regular school term. **Prior written approval for any summer school work is required in order to ensure that the course meets the requirements set by TEA and SBISD.** Further information regarding summer school will be published prior to registration for summer school and will be available from the counselor.

## Student Progress

### Progress Reports

At the end of each three weeks of a grading period, teachers evaluate progress of students. During the fourth week, progress reports are issued to parents or students. Parents of those students who may be having trouble in courses are urged not to wait for progress reports before scheduling conferences with teachers.

### Report Cards

Report cards are distributed at the end of each grading period. Should a report card not be received by parents within two (2) weeks after the end of the grading period or if an error exists, parents should notify the school.

### Teacher/Parent Conference

A partnership involving teacher, student, and parent—aimed at successful student performance—is vital. Each teacher is assigned one class period per day to be used for parent conferences as well as planning and preparing for class work. Parents are **encouraged** to call the school for an appointment relative to any phase of the student's progress. In scheduling appointments, parents are requested to allow 24-hours' notice.

### Homework [Board Policy EIB (LOCAL)]

The purpose of all types of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. Homework shall be reviewed by teachers to ensure an accurate assessment of students' skills and knowledge to better direct them towards their learning goals. Homework shall target specific learning outcomes, reinforce TEKS taught in the classroom, and provide practice in specific skills. Students shall be provided sufficient information and direction needed to complete homework independently. Homework shall be sufficient but not excessive to its intended purposes. Homework shall not be assigned as a discipline consequence.

The assignment and grading of homework shall be aligned to expectations outlined in the *SBISD Grading Expectations* and curriculum documents. The principal at each campus will work with faculty to develop campus homework practices that comply fully with the requirements set forth in **Board Policy EIB (LOCAL)**. <http://pol.tasb.org/Home/Index/599>

The campus-developed practices shall be clearly communicated to each student's parent/guardian and each student in writing at the beginning of the school year. Campus practices will include the roles and responsibilities stated in **Board Policy EIB (LOCAL)** and will be included in the campus handbook.

No homework shall be assigned to be completed over Thanksgiving, Winter Break, Spring Break, and religious holy days.

Effective homework assignments:

1. Are curriculum-based and meet the needs of students through differentiation.
2. Are designed to require no additional teaching outside the classroom.
3. Are clearly articulated and designed so students know what is expected of them before leaving the classroom.
4. Are engaging and relevant to student learning.
5. Do not require resources or technology to which a student may not have access.
6. Do not require parents/guardians to teach new concepts.

Additional detail regarding homework may be found in the *SBISD Grading Expectations* at <http://cms.springbranchisd.com/curriculuminstruction/CIHome/GradingExpectations/tabid/28218/Default.aspx>

### Make-Up Work

Most teachers make major assignments at least a week in advance; therefore, students who are absent generally have some idea as to what class work is in progress during their absence. After an absence of five consecutive days or more, students should contact the school to secure assignments which are not available from classmates.

It is the student's responsibility to complete work missed while absent from class. The following are general statements covering make-up work:

1. Students who miss class must make up the work. Students will receive credit for make-up work except in the case of a documented truancy.
2. It is the student's responsibility to make arrangements with teachers for make-up work prior to or immediately upon returning to class.
3. Make-up work, especially tests, may be of an alternate version to more accurately measure what the student has learned.

4. Students who have pre-approved absences are expected to notify the teachers of the classes they will miss in advance and request assignments. The work is due at the first class meeting following return to school.
5. All make-up work from the prior grading period must be completed and a grade assigned before the next grade report (progress report or report card).
6. Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.
7. Whether a student is absent one or five days, make-up assignments and tests must be completed. Make-up assignments for absences will include the following schedule (unless prior principal approval is received):
  - 1<sup>st</sup> day absence ..... day following return to class
  - 2<sup>nd</sup> day absence..... 2 days after return to class
  - 3<sup>rd</sup> day absence ..... 3 days after return to class
  - 4<sup>th</sup> day absence ..... 4 days after return to class
  - 5<sup>th</sup> day absence ..... 5 days after return to class
  - 6<sup>th</sup> day absence ..... 5 days after return to class, unless prior approval given by principal.
8. Students who receive home-based instruction will receive full credit for all assignments completed.

9. Students absent for school activities should be prepared for class when they return and be prepared to complete work missed while absent from class.

### Help Sessions and Tutorials

#### **Tutorials/Help Sessions**

If a student has been absent because of illness or has failed to understand some of the class work, appointments may be made with the teacher in order to obtain help.

#### **Private Tutorials**

If a student needs more individual help than is provided in these sessions and thinks a private tutor is needed, the student or the parent should contact the counselor for information. Fees are generally charged for private tutoring.

### Honors Night

Each school recognizes student performance in academic areas at an annual Awards Night. The honors assembly recognizes outstanding students for service, scholarship, and leadership. Students who are awarded college scholarships or other outstanding honors should notify their counselor prior to the program.

## Tests

During the secondary years the student will be involved in many different forms of assessment. Assessments are a means to monitor students' learning and to make adjustments in their course of study if necessary.

### Teacher/District Constructed Tests

#### **Weekly, Six Weeks, and/or Unit Tests**

Weekly, six weeks, and unit tests are administered according to a school's departmental schedule.

#### **Semester Exams**

Examinations covering a semester of class work will be given according to a published schedule.

Semester exams will not be given early. If a student must be absent and miss the final exam, he/she is strongly encouraged to notify the teacher prior to the absence and must notify and receive permission from the principal to take the exam late. A student with an excused absence and permission from the principal to take the exam late will be allowed to make up the exam within two weeks of the originally-scheduled exam date. Principals may use discretion in allowing late exam administration.

#### **District Assessments**

District assessments will be given by the District in grades 6-11 to monitor student progress and performance.

### The State of Texas Assessments of Academic Readiness (STAAR) Tests

Students who entered high school for the first time in 2011-2012 or after have State of Texas Assessments of Academic Readiness or STAAR tests and End-of-Course (EOC) exams as their examination requirements for graduation. The STAAR tests for secondary students in grades 6 through 8 will continue to test students in reading, mathematics, writing, science, and social studies. EOC tests will also be given to middle school students taking high school courses. Graduation requirements for students are based on successful completion of EOC tests in English I, English II, Algebra I, Biology, and U.S. History.

**Possession of telecommunication devices during state testing is prohibited.**

### Texas Assessment of Knowledge and Skills (TAKS) Tests

The TAKS testing program including TAKS, TAKS-Accommodated, and TAKS-Modified will be the testing program and graduation requirements for any student who entered high school on or before the 2010-2011 school year. The TAKS testing program is based on the Texas Essential Knowledge and Skills (TEKS).

All parts of the Exit Level test must be mastered to meet graduation requirements. Retest opportunities of the Exit Level test are available in October, March, and July, and are online only.

### Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the progress that English Language Learners make in learning the English language. TELPAS is composed of holistically-rated assessments and multiple-choice assessments. The TELPAS holistically-rated assessments are based on student observations and written student work. Holistically-rated assessments are administered for grades 2-12 listening, speaking, and writing. The TELPAS multiple-choice reading assessments for grades 2-12 are administered online.

**Possession of telecommunication devices during state testing is prohibited.**

### College Entrance/Placement Exams

Registration deadlines for the college entrance/placement tests are approximately six weeks prior to the test date. Although registration information is available in the counselor's office, registration is the

**responsibility of the student.** To be admitted to the test site, students must present identification: drivers license, student ID (with picture), or a description of the student signed by a counselor. Fee waiver information for qualifying students may be obtained from the counselor.

### Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Freshmen and Juniors: Wednesday, October 15, 2014

Sophomores: Saturday, October 18, 2014

### Advanced Placement (AP)

May 4-8, 2015

May 11-15, 2015

Monday through Friday

### International Baccalaureate (IB)

May 4-26, 2015

### SAT Program Test

#### National Test Dates\*

October 11, 19, 2014

November 8, 9, 2014

December 6, 7, 2014

January 24, 25, 2015

March 14, 15, 2015

May 2, 3, 2015

June 6, 7, 2015

#### SAT Program Test

SAT and Subject Tests

SAT and Subject Tests,  
incl. Language w/  
Listening

SAT and Subject Tests

SAT and Subject Tests

SAT only

(No Subject Tests)

SAT and Subject Tests

SAT and Subject Tests

*\*Sunday test dates except for October (which has been moved to avoid conflict with a religious holiday) immediately follow each Saturday date.*

### American College Testing Program (ACT)

September 13, 2014

October 25, 2014

December 13, 2014

February 7, 2015

April 18, 2015

June 13, 2015

### Texas Success Initiative (TSI)

Texas Success Initiative (TSI) assessment has provided Texas students and institutions of higher education with a flexible, fair, and accurate testing and score-reporting system. Its purpose is to assess the reading, mathematics, and writing skills that entering freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges or universities.

### Norm-Referenced Tests

Students in grades 6 and 7 participate in norm-referenced testing, using the Stanford-10 assessments. Norm-referenced tests compare a student's performance to thousands of other students in the same grade who took the same test at the same time of year. The tests are one measure of a child's achievement. They provide valuable information to parents about the academic performance of their child.

### General Educational Development (GED) Test

The new GED test is a battery of 8 sections designed to give a valid means of measuring educational achievement of those people who have not completed a formal school program.

An applicant must meet one of the following requirements:

1. Be 17 years old prior to the first day of the current school year, have a notarized letter giving parental permission, and have a letter of withdrawal from the last school attended; **or**
2. Be 18 years of age or older with proper identification.

Upon successful completion of the GED, the TEA will issue a Certificate of Equivalency (*not a high school diploma*) to the applicant. Inquiries regarding the GED should be directed to the Department of Community Education. Some colleges and businesses accept GED certification in lieu of a high school diploma; however, the student should consult the specific institution regarding its requirements.

## State Testing Schedule for 2014–2015

DATE	STAAR	TAKS / TAKS Accommodated
October 20		<i>Exit Level ELA (retest)</i>
October 21		<i>Exit Level Mathematics (retest)</i>
October 22		<i>Exit Level Science (retest)</i>
October 23		<i>Exit Level Social Studies (retest)</i>
December 2	STAAR English I	
December 3	STAAR English II	
December 5	STAAR make-up sessions for Dec. 2-3 assessments <b>must</b> be completed by the end of this day.	
Assessment Window December 1-5	STAAR Algebra I <i>L</i> STAAR Biology <i>L</i> STAAR U.S. History <i>L</i>	
Assessment Window Late January– Early March	National Assessment Educational Progress (NAEP) Assessments (selected sample) Reading (grades 4, 8, and 12) Mathematics (grades 4, 8, and 12) Science (grades 4, 8, and 12)	
March 2		<i>Exit Level ELA (retest)</i>
March 3		<i>Exit Level Mathematics (retest)</i>
March 4		<i>Exit Level Science (retest)</i>
March 5		<i>Exit Level Social Studies (retest)</i>
Assessment Window March 16–April 8	TELPAS Grades K-12 (Listening, Speaking, Reading, and Writing)	
March 30	STAAR Grade 4 Writing Day 1 <i>S</i> STAAR Grade 7 Writing Day 1 STAAR Grade 5 Mathematics <i>S L</i> STAAR Grade 8 Mathematics <i>L</i> STAAR English I	
March 31	STAAR Grade 4 Writing Day 2 <i>S</i> STAAR Grade 7 Writing Day 2 STAAR Grade 5 Reading <i>S</i> STAAR Grade 8 Reading STAAR English II	
April 3	STAAR make-up sessions for Mar. 30-31 assessments <b>must</b> be completed by the end of this day.	

DATE	STAAR	TAKS / TAKS Accommodated
April 21	STAAR Grades 3-4 Mathematics <b>S L</b> STAAR Grades 6-7 Mathematics <b>L</b> STAAR Grade 8 Social Studies <b>L</b>	
April 22	STAAR Grades 3-4 Reading <b>S</b> STAAR Grades 6-7 Reading <b>S L</b> STAAR Grade 5 Science <b>L</b> STAAR Grade 8 Science <b>L</b>	
April 24	STAAR make-up sessions for April 21-22 assessments <b>must</b> be completed by the end of this day.	
Assessment Window May 4-8	STAAR Algebra I <b>L</b> STAAR Biology <b>L</b> STAAR U.S. History <b>L</b>	
May 12	STAAR Grade 5 Mathematics (retest) • <b>S L</b> STAAR Grade 8 Mathematics (retest) • <b>L</b>	
May 13	STAAR Grade 5 Reading (retest) • <b>S</b> STAAR Grade 8 Reading (retest) •	
May 15	STAAR make-up sessions for May 12-13 assessments <b>must</b> be completed by the end of this day.	
June 23	STAAR Grade 5 Mathematics (retest) • <b>S L</b> STAAR Grade 8 Mathematics (retest) • <b>L</b>	
June 24	STAAR Grade 5 Reading (retest) • <b>S</b> STAAR Grade 8 Reading (retest) •	
June 26	STAAR make-up sessions for June 23-24 assessments <b>must</b> be completed by the end of this day.	
July 6		Exit Level ELA (retest)
July 7	STAAR English I	Exit Level Mathematics (retest)
July 8	STAAR English II	Exit Level Science (retest)
July 9		Exit Level Social Studies (retest)
July 10	STAAR make-up sessions for July 7-8 assessments <b>must</b> be completed by the end of this day.	
Assessment Window July 6-10	STAAR Algebra I <b>L</b> STAAR Biology <b>L</b> STAAR U.S. History <b>L</b>	

**S** STAAR Spanish

**L** STAAR L

- The ARD committee will continue to determine a student's graduation requirements for students receiving special education services

Dates subject to change per Texas Education Agency (TEA)

2/24/14



# Graduation Requirements for Students Entering 9<sup>th</sup> Grade Beginning in 2014-2015

**Requirements:** In order for students to receive a diploma from high school in SBISD, they must:

1. Achieve mastery on End-of-Course Exams (EOC): English I, English II, Algebra I, Biology, and U.S. History if entering high school in 2011-2012 or after. These EOC are for students graduating under the Foundation, Foundation with Endorsements, or Distinguished Achievement Plans.
2. Complete all requirements from one of the graduation plans shown below.



## Graduation Plan Overview

Student Name _____ ID _____ Expected Graduation Date _____		
Endorsement Selected: <input type="checkbox"/> STEM <input type="checkbox"/> Business and Industry <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Public Services <input type="checkbox"/> Multidisciplinary Studies		

  

<b>Foundation Plan – 22 Credits</b>	<b>Endorsements – 26 Credits</b>	<b>Distinguished – Eligible for top 10% Automatic Admission</b>
<b>English Language Arts – 4 Credits</b> <input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> English III <input type="checkbox"/> Advanced English <b>Mathematics – 3 Credits</b> <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Math <b>Social Studies – 3 Credits</b> <input type="checkbox"/> World Geography <b>or</b> World History <b>or</b> Combined Course <input type="checkbox"/> U.S. History <input type="checkbox"/> Government <input type="checkbox"/> Economics <b>Science – 3 Credits</b> <input type="checkbox"/> Biology <input type="checkbox"/> IPC <b>or</b> Advanced Science <input type="checkbox"/> Additional Advanced Science <b>Foreign Language or Substitute – 2 Credits</b> <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <b>Fine Arts – 1 Credit</b> <input type="checkbox"/> _____ <b>Physical Education – 1 Credit</b> <input type="checkbox"/> Physical Education <b>Electives – 5 Credits</b> <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <input type="checkbox"/> Elective 3 _____ <input type="checkbox"/> Elective 4 _____ <input type="checkbox"/> Elective 5 _____	<b>STEM</b> <input type="checkbox"/> Algebra II <input type="checkbox"/> Chemistry <input type="checkbox"/> Physics <input type="checkbox"/> Elective _____ <b>Business and Industry</b> <input type="checkbox"/> Advanced Math <input type="checkbox"/> Advanced Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <b>Arts and Humanities</b> <input type="checkbox"/> Advanced Math <input type="checkbox"/> Advanced Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <b>Public Services</b> <input type="checkbox"/> Advanced Math <input type="checkbox"/> Advanced Science <input type="checkbox"/> Elective 1 _____ <input type="checkbox"/> Elective 2 _____ <b>Multidisciplinary Studies</b> <input type="checkbox"/> Advanced Math <input type="checkbox"/> Advanced Science <input type="checkbox"/> 4 <sup>th</sup> Social Studies <input type="checkbox"/> Elective 1 _____	<input type="checkbox"/> Algebra II (must be one of the student's math credits)  <b>STAAR EOC Checklist</b> <input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> Algebra I <input type="checkbox"/> U.S. History <input type="checkbox"/> Biology  <div style="background-color: #c6e0b4; text-align: center; padding: 2px;"><b>Plans for the Future</b></div> <b>Student Goals</b> _____ _____ <b>Testing</b> <input type="checkbox"/> PLAN <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ACT <b>College Readiness - TSI</b> <input type="checkbox"/> Math _____ <input type="checkbox"/> Reading _____ <input type="checkbox"/> Writing _____ <b>College Preparatory Courses</b> <input type="checkbox"/> Math _____ <input type="checkbox"/> Reading _____ <input type="checkbox"/> Writing _____ <b>Post-Secondary Applications</b> <input type="checkbox"/> HCC <input type="checkbox"/> Lone Star <input type="checkbox"/> Apply Texas Application <input type="checkbox"/> Common Application <input type="checkbox"/> Military Recruiter <input type="checkbox"/> Technical School <b>Financial Aid</b> <input type="checkbox"/> FAFSA/TAFA <input type="checkbox"/> Scholarships

# Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
English Language Arts	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>An advanced English course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV or approved alternate course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>
Mathematics	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>An advanced math course</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>SBOE approved math course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>
Science	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or an advanced science course</li> <li>An advanced science course</li> </ul>	<b>Two credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or Chemistry and Physics (one of the two serves as an academic elective)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>
Social Studies	<b>Three credits</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History or World Geography</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit) or World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>
Physical Education	One credit	One credit	One credit	One credit
Languages Other Than English	Two credits in the same language Two credits from Computer Science I, II, and III (other substitutions)	None	Two credits in the same language	Three credits in the same language
Fine Arts	One credit	One credit	One credit	One credit
Speech	<a href="#">Demonstrated proficiency in speech skills</a>	One-half credit from either of the following: <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>	One-half credit from either of the following: <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>	One-half credit from either of the following: <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>
Electives	Five credits	Seven and one-half credits (one must be an academic elective)	Five and one-half credits	Four and one-half credits
<b>Total Credits</b>	<b>22</b>	<b>22</b>	<b>26</b>	<b>26</b>

\* Only available for students who entered grade 9 before the 2014-2015 school year

3/1/2014

## Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

Endorsements	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> <li>curriculum requirements for the endorsement</li> <li>a total of four credits in mathematics</li> <li>a total of four credits in science</li> <li>two additional elective credits</li> </ul>
<b>STEM</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>CTE courses with a final course from the STEM career cluster</li> <li>Computer science</li> <li>Mathematics</li> <li>Science</li> <li>A combination of no more than two of the categories listed above</li> </ul>
<b>Business and Industry</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>CTE courses with a final course from the Agriculture, Food, &amp; Natural Resources; Architecture &amp; Construction; Arts, Audio/Video, Technology &amp; Communications; Business Management &amp; Administration; Finance; Hospitality &amp; Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution &amp; Logistics CTE career cluster</li> <li>The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook</li> <li>Technology applications</li> <li>A combination of credits from the categories listed above</li> </ul>
<b>Public Services</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>CTE courses with a final course from the Education &amp; Training; Government &amp; Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster</li> <li>JROTC</li> </ul>
<b>Arts and Humanities</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>Social studies</li> <li>The same language in Languages Other Than English</li> <li>Two levels in each of two language in Languages Other Than English</li> <li>American Sign Language (ASL)</li> <li>Courses from one or two categories (art, dance, music, and theater) in fine arts</li> <li>English electives that are not part of Business and Industry</li> </ul>
<b>Multidisciplinary Studies</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence</li> <li>Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics</li> <li>Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, Languages Other Than English, or fine arts</li> </ul>
<b>Total Credits w/endorsement – 26</b>	
<b>Distinguished Level of Achievement</b>	<ul style="list-style-type: none"> <li>A total of four credits in math, including credit in Algebra II</li> <li>A total of four credits in science</li> <li>Completion of curriculum requirements for at least one endorsement</li> </ul>
<b>Performance Acknowledgments</b>	<ul style="list-style-type: none"> <li>For outstanding performance <ul style="list-style-type: none"> <li>in a dual credit course</li> <li>in bilingualism and biliteracy</li> <li>on an AP test or IB exam</li> <li>on the PSAT, the ACT-Plan, the SAT, or the ACT</li> </ul> </li> <li>For earning a nationally or internationally recognized business or industry certification or license</li> </ul>

3/1/2014

# Graduation Requirements for Students Entering 9<sup>th</sup> Grade Beginning in 2013-2014

## Requirements

In order for students to receive a diploma from high school in SBISD, they must:

- Achieve mastery on End-of-Course Exams (EOC): English I, English II, Algebra I, Biology, and U.S. History if entering high school in 2011-2012 or after. These EOC are for students graduating under the Recommended or Distinguished Achievement Plans. *(Please see*

*counselor for testing requirements for students graduating under the Minimum High School Plan.)*

- Complete all requirements from one of the following graduation programs.

## Graduation Programs

The following chart includes changes to the graduation plans following the 2009 Texas Legislative session and the passage of *House Bill 3*.

Curriculum Discipline	Minimum High School Plan	Recommended High School Plan	Distinguished Achievement Program
<b>English Language Arts *</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• English I, II, and III</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> <li>• The fourth credit of English may be selected from one full credit or a combination of two half credits of the following: <ul style="list-style-type: none"> <li>❖ English IV</li> <li>❖ Research/Technical Writing</li> <li>❖ Creative Writing</li> <li>❖ Practical Writing Skills</li> <li>❖ Literary Genres</li> <li>❖ Business English (CTE)</li> <li>❖ Journalism</li> <li>❖ AP English Language and Composition</li> <li>❖ AP English Literature and Composition</li> </ul> </li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• English I, II, III, and IV</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• English I, II, III, and IV</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> </ul>
<b>Mathematics*</b>	<b>3 credits</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• The final credit may be Algebra II. A student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement.</li> <li>• The final credit may be selected from one full credit or a combination of two half credits from any of the following: <ul style="list-style-type: none"> <li>❖ Precalculus</li> <li>❖ Mathematical Models with Applications</li> <li>❖ Independent Study in Mathematics</li> <li>❖ Advanced Quantitative Reasoning (AQR)</li> <li>❖ AP Statistics</li> <li>❖ AP Calculus AB</li> <li>❖ AP Calculus BC</li> </ul> </li> </ul> <i>continued</i>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• The additional credit may be Mathematical Models with Applications and must be successfully completed prior to Algebra II.</li> <li>• The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> <li>❖ Precalculus</li> <li>❖ Independent Study in Mathematics</li> <li>❖ Advanced Quantitative Reasoning (AQR)</li> <li>❖ AP Statistics</li> <li>❖ AP Calculus AB</li> <li>❖ AP Calculus BC</li> <li>❖ AP Computer Science</li> <li>❖ IB Mathematical Studies Standard Level</li> <li>❖ IB Mathematics Standard Level</li> </ul> </li> </ul> <i>continued</i>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: <ul style="list-style-type: none"> <li>❖ Precalculus</li> <li>❖ Independent Study in Mathematics</li> <li>❖ Advanced Quantitative Reasoning (AQR)</li> <li>❖ AP Statistics</li> <li>❖ AP Calculus AB</li> <li>❖ AP Calculus BC</li> <li>❖ AP Computer Science</li> <li>❖ IB Mathematical Studies Standard Level</li> <li>❖ IB Mathematics Standard Level</li> <li>❖ IB Mathematics Higher Level</li> <li>❖ IB Further Mathematics Standard Level</li> </ul> </li> </ul> <i>continued</i>

Curriculum Discipline	Minimum High School Plan	Recommended High School Plan	Distinguished Achievement Program
<b>Mathematics*</b> <i>continued</i>	<ul style="list-style-type: none"> <li>❖ AP Computer Science</li> <li>❖ IB Mathematical Studies Standard Level</li> <li>❖ IB Mathematics Standard Level</li> <li>❖ IB Mathematics Higher Level</li> <li>❖ IB Further Mathematics Standard Level</li> <li>❖ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>❖ Engineering Mathematics (CTE)</li> <li>❖ Statistics and Risk Management (CTE)</li> </ul>	<ul style="list-style-type: none"> <li>❖ IB Mathematics Higher Level</li> <li>❖ IB Further Mathematics Standard Level</li> <li>• The additional credit may be selected from the following and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II:               <ul style="list-style-type: none"> <li>❖ Engineering Mathematics (CTE)</li> <li>❖ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>❖ Statistics and Risk Management (CTE)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The additional credit may be selected from the following courses and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II:               <ul style="list-style-type: none"> <li>❖ Engineering Mathematics (CTE)</li> <li>❖ Statistics and Risk Management (CTE)</li> </ul> </li> </ul>
<b>Science *</b>	<p><b>2 credits</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Integrated Physics and Chemistry</li> </ul> <p>May substitute Chemistry or Physics for IPC but must use the other of these two courses as academic elective credit.</p>	<p><b>4 credits</b></p> <ul style="list-style-type: none"> <li>• Biology, AP Biology, or IB Biology</li> <li>• Chemistry, AP Chemistry, or IB Chemistry</li> <li>• Physics, Principles of Technology, AP Physics, or IB Physics</li> <li>• The additional credit may be IPC and must be successfully completed prior to chemistry and physics.</li> <li>• The fourth credit may be selected from any of the following laboratory-based courses:               <ul style="list-style-type: none"> <li>❖ Aquatic Science</li> <li>❖ Astronomy</li> <li>❖ Earth and Space Science</li> <li>❖ Environmental Systems</li> <li>❖ AP Biology</li> <li>❖ AP Chemistry</li> <li>❖ AP Physics B</li> <li>❖ AP Physics C</li> <li>❖ AP Environmental Science</li> <li>❖ IB Biology</li> <li>❖ IB Chemistry</li> <li>❖ IB Physics</li> <li>❖ IB Environmental Systems</li> </ul> </li> </ul> <p>The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics:</p> <ul style="list-style-type: none"> <li>❖ Scientific Research and Design (CTE)</li> <li>❖ Anatomy and Physiology (CTE)</li> <li>❖ Engineering Design and Problem Solving (CTE)</li> <li>❖ Medical Microbiology (CTE)</li> <li>❖ Pathophysiology (CTE)</li> <li>❖ Advanced Animal Science (CTE)</li> <li>❖ Advanced Biotechnology (CTE)</li> <li>❖ Advanced Plant and Soil Science (CTE)</li> <li>❖ Food Science (CTE)</li> <li>❖ Forensic Science (CTE)</li> </ul>	<p><b>4 credits</b></p> <ul style="list-style-type: none"> <li>• Biology, AP Biology, or IB Biology</li> <li>• Chemistry, AP Chemistry, or IB Chemistry</li> <li>• Physics, AP Physics, or IB Physics</li> <li>• The fourth credit may be selected from any of the following laboratory-based courses:               <ul style="list-style-type: none"> <li>❖ Aquatic Science</li> <li>❖ Astronomy</li> <li>❖ Earth and Space Science</li> <li>❖ Environmental Systems</li> <li>❖ AP Biology</li> <li>❖ AP Chemistry</li> <li>❖ AP Physics B</li> <li>❖ AP Physics C</li> <li>❖ AP Environmental Science</li> <li>❖ IB Biology</li> <li>❖ IB Chemistry</li> <li>❖ IB Physics</li> <li>❖ IB Environmental Systems</li> </ul> </li> </ul> <p>The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics:</p> <ul style="list-style-type: none"> <li>❖ Scientific Research and Design (CTE)</li> <li>❖ Anatomy and Physiology (CTE)</li> <li>❖ Engineering Design and Problem Solving (CTE)</li> <li>❖ Medical Microbiology (CTE)</li> <li>❖ Pathophysiology (CTE)</li> <li>❖ Advanced Animal Science (CTE)</li> <li>❖ Advanced Biotechnology (CTE)</li> <li>❖ Advanced Plant and Soil Science (CTE)</li> <li>❖ Food Science (CTE)</li> <li>❖ Forensic Science (CTE)</li> </ul>

<b>Curriculum Discipline</b>	<b>Minimum High School Plan</b>	<b>Recommended High School Plan</b>	<b>Distinguished Achievement Program</b>
<b>Social Studies *</b>	<b>3 credits</b> <ul style="list-style-type: none"> <li>• U.S. History Studies Since 1877 (1 credit)</li> <li>• U.S. Government (½ credit)</li> <li>• Economics with Emphasis on the Free Enterprise System and Its Benefits (½ credit)</li> <li>• The final credit may be selected from the following: <ul style="list-style-type: none"> <li>❖ World History Studies (1 credit)</li> <li>❖ World Geography Studies (1 credit)</li> </ul> </li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• World History Studies (1 credit)</li> <li>• World Geography Studies (1 credit)</li> <li>• U.S. History Studies Since 1877 (1 credit)</li> <li>• U.S. Government (½ credit)</li> <li>• Economics with Emphasis on the Free Enterprise System and Its Benefits (½ credit)</li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• World History Studies (1 credit)</li> <li>• World Geography Studies (1 credit)</li> <li>• U.S. History Studies Since 1877 (1 credit)</li> <li>• U.S. Government (½ credit)</li> <li>• Economics with Emphasis on the Free Enterprise System and Its Benefits (½ credit)</li> </ul>
<b>Academic Elective</b>	<b>1 credit</b> from any of the following: <ul style="list-style-type: none"> <li>• World History Studies</li> <li>• World Geography Studies <ul style="list-style-type: none"> <li>❖ A student may not combine a half credit of either World History Studies or World Geography Studies with a half credit from another academic elective.</li> </ul> </li> <li>• Any SBOE-approved science course <ul style="list-style-type: none"> <li>❖ If substituting Chemistry or Physics for IPC, must use the other of these two courses as academic elective credit.</li> </ul> </li> </ul>	<b>None</b>	<b>None</b>
<b>Languages Other Than English *</b>	<b>None</b>	<b>2 credits</b> The credits must consist of any two levels in the same language.	<b>3 credits</b> The credits must consist of any three levels in the same language.
<b>Physical Education</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>• The required credit may be from any combination of the following ½ to 1 credit courses: <ul style="list-style-type: none"> <li>❖ Foundations of Personal Fitness</li> <li>❖ Adventure/Outdoor Education</li> <li>❖ Aerobic Activities</li> <li>❖ Team or Individual Sports</li> </ul> </li> <li>• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>❖ Athletics</li> <li>❖ JROTC</li> <li>❖ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>• In accordance with local district policy, up to 1 credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> <li>❖ Drill Team</li> <li>❖ Marching Band</li> <li>❖ Cheerleading</li> </ul> </li> <li>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> </ul> <b>continued</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>• The required credit may be from any combination of the following ½ to 1 credit courses: <ul style="list-style-type: none"> <li>❖ Foundations of Personal Fitness</li> <li>❖ Adventure/Outdoor Education</li> <li>❖ Aerobic Activities</li> <li>❖ Team or Individual Sports</li> </ul> </li> <li>• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>❖ Athletics</li> <li>❖ JROTC</li> <li>❖ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>• In accordance with local district policy, up to 1 credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> <li>❖ Drill Team</li> <li>❖ Marching Band</li> <li>❖ Cheerleading</li> </ul> </li> <li>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> </ul> <b>continued</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>• The required credit may be from any combination of the following ½ to 1 credit courses: <ul style="list-style-type: none"> <li>❖ Foundations of Personal Fitness</li> <li>❖ Adventure/Outdoor Education</li> <li>❖ Aerobic Activities</li> <li>❖ Team or Individual Sports</li> </ul> </li> <li>• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>❖ Athletics</li> <li>❖ JROTC</li> <li>❖ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>• In accordance with local district policy, up to 1 credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> <li>❖ Drill Team</li> <li>❖ Marching Band</li> <li>❖ Cheerleading</li> </ul> </li> <li>• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> </ul> <b>continued</b>

<b>Curriculum Discipline</b>	<b>Minimum High School Plan</b>	<b>Recommended High School Plan</b>	<b>Distinguished Achievement Program</b>
<b>Physical Education</b> <i>continued</i>	<ul style="list-style-type: none"> <li>•Credit may not be earned for any TEKS-based course more than once. No more than 4 substitution credits may be earned through any combination of substitutions.</li> <li>•A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).</li> </ul>	<ul style="list-style-type: none"> <li>•Credit may not be earned for any TEKS-based course more than once. No more than 4 substitution credits may be earned through any combination of substitutions.</li> <li>•A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).</li> </ul>	<ul style="list-style-type: none"> <li>•Credit may not be earned for any TEKS-based course more than once. No more than 4 substitution credits may be earned through any combination of substitutions.</li> <li>•A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).</li> </ul>
<b>Speech</b>	<b>½ credit</b> from either of the following: <ul style="list-style-type: none"> <li>•Communication Applications</li> <li>•Professional Communications (CTE)</li> </ul>	<b>½ credit</b> from either of the following: <ul style="list-style-type: none"> <li>•Communication Applications</li> <li>•Professional Communications (CTE)</li> </ul>	<b>½ credit</b> from either of the following: <ul style="list-style-type: none"> <li>•Communication Applications</li> <li>•Professional Communications (CTE)</li> </ul>
<b>Fine Arts*</b>	<b>1 credit</b> for students who enter Grade 9 in 2010-11 or later from any of the following: <ul style="list-style-type: none"> <li>•Art, Level I, II, III, or IV</li> <li>•Dance, Level I, II, III, or IV</li> <li>•Music, Level I, II, III, or IV</li> <li>•Theatre, Level I, II, III, or IV</li> <li>•Principles and Elements of Floral Design (CTE)</li> <li>•Digital Art and Animation (Technology Applications)</li> <li>•3-D Modeling and Animation (Technology Applications)</li> </ul>	<b>1 credit</b> from any of the following: <ul style="list-style-type: none"> <li>•Art, Level I, II, III, or IV</li> <li>•Dance, Level I, II, III, or IV</li> <li>•Music, Level I, II, III, or IV</li> <li>•Theatre, Level I, II, III, or IV</li> <li>•Principles and Elements of Floral Design (CTE)</li> <li>•Digital Art and Animation (Technology Applications)</li> <li>•3-D Modeling and Animation (Technology Applications)</li> </ul>	<b>1 credit</b> from any of the following: <ul style="list-style-type: none"> <li>•Art, Level I, II, III, or IV</li> <li>•Dance, Level I, II, III, or IV</li> <li>•Music, Level I, II, III, or IV</li> <li>•Theatre, Level I, II, III, or IV</li> <li>•Principles and Elements of Floral Design (CTE)</li> <li>•Digital Art and Animation (Technology Applications)</li> <li>•3-D Modeling and Animation (Technology Applications)</li> </ul>
<b>Elective Courses *</b>	<b>6½ credits</b> from any of the following: <ul style="list-style-type: none"> <li>•The list of courses approved by SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>•State-approved innovative courses</li> <li>•JROTC (1-4 credits), or</li> <li>•Driver Education (½ credit)</li> </ul> A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.	<b>5½ credits</b> from any of the following: <ul style="list-style-type: none"> <li>•The list of courses approved by SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>•State-approved innovative courses</li> <li>•JROTC (1-4 credits)</li> <li>•Driver Education (½ credit)</li> </ul> A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.	<b>4½ credits</b> from any of the following: <ul style="list-style-type: none"> <li>•The list of courses approved by SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>•State-approved innovative courses</li> <li>•JROTC (1-4 credits)</li> <li>•Driver Education (½ credit)</li> </ul> A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.
<b>Credits</b>	<b>22</b>	<b>26</b>	<b>26 + 4 Advanced Measures</b>

# Graduation Requirements for Students Entering 9<sup>th</sup> Grade Prior to 2012-2013

## Requirements

In order for students to receive a diploma from high school in SBISD, they must:

- Achieve mastery on
  - ❖ the Exit Level TAKS if entered high school prior to 2011-2012; or
  - ❖ End-of-Course Exams (EOC): English I, English II, Algebra I, Biology, and U.S. History if entering high school in 2011-2012 or after. These EOC are for students graduating under the Recommended or

Distinguished Achievement Plans. (*Please see counselor for testing requirements for students graduating under the Minimum High School Plan.*)

- Complete all requirements from one of the following graduation programs.

## Graduation Programs

The following chart includes changes to the graduation plans following the 2009 Texas Legislative session and the passage of *House Bill 3*.

Curriculum Discipline	Minimum High School Plan	Recommended High School Plan	Distinguished Achievement Program
<b>English Language Arts *</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• English I, II, and III</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> <li>• The fourth credit of English may be selected from any of the following:               <ul style="list-style-type: none"> <li>❖ English IV</li> <li>❖ Research/Technical Writing</li> <li>❖ Creative/Imaginative Writing</li> <li>❖ Practical Writing Skills</li> <li>❖ Literary Genres</li> <li>❖ Business English (CTE)</li> <li>❖ Journalism</li> <li>❖ AP English Language Composition</li> <li>❖ AP English Literature and Composition</li> </ul> </li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• English I, II, III, and IV</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• English I, II, III, and IV</li> <li>• English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> </ul>
<b>Mathematics</b>	<b>3 credits</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• The third credit may be selected from any of the following:               <ul style="list-style-type: none"> <li>❖ Algebra II</li> <li>❖ Precalculus</li> <li>❖ Mathematical Models with Applications</li> <li>❖ Independent Study in Mathematics</li> <li>❖ AP Statistics</li> <li>❖ AP Calculus AB</li> <li>❖ AP Calculus BC</li> <li>❖ AP Computer Science</li> <li>❖ IB Mathematical Studies Standard Level</li> <li>❖ IB Mathematics Standard Level</li> <li>❖ IB Mathematics Higher Level</li> <li>❖ IB Further Mathematics Standard Level</li> </ul> </li> </ul> <b>continued</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II:               <ul style="list-style-type: none"> <li>❖ Mathematical Models with Applications</li> <li>❖ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> </ul> </li> <li>• The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, &amp; concurrently taking or completed Algebra II:               <ul style="list-style-type: none"> <li>❖ Precalculus</li> <li>❖ Independent Study in Mathematics</li> </ul> </li> </ul> <b>continued</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• The fourth credit may be selected from any of the following after successful completion of Algebra I, Geometry &amp; concurrently taking or completed Algebra II:               <ul style="list-style-type: none"> <li>❖ Precalculus</li> <li>❖ Independent Study in Mathematics</li> <li>❖ AP Statistics</li> <li>❖ AP Calculus AB</li> <li>❖ AP Calculus BC</li> <li>❖ AP Computer Science</li> <li>❖ IB Mathematical Studies Standard Level</li> <li>❖ IB Mathematics Standard Level</li> <li>❖ IB Mathematics Higher Level</li> <li>❖ IB Further Mathematics Standard Level</li> </ul> </li> </ul> <b>continued</b>



<b>Curriculum Discipline</b>	<b>Minimum High School Plan</b>	<b>Recommended High School Plan</b>	<b>Distinguished Achievement Program</b>
<b>Mathematics</b> <i>continued</i>	<ul style="list-style-type: none"> <li>❖ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>❖ Engineering Mathematics (CTE)</li> <li>❖ Statistics and Risk Management (CTE)</li> </ul>	<ul style="list-style-type: none"> <li>❖ AP Statistics</li> <li>❖ AP Calculus AB</li> <li>❖ AP Calculus BC</li> <li>❖ AP Computer Science</li> <li>❖ IB Mathematical Studies Standard Level</li> <li>❖ IB Mathematics Standard Level</li> <li>❖ IB Mathematics Higher Level</li> <li>❖ IB Further Mathematics Standard Level</li> <li>❖ Engineering Mathematics (CTE)</li> <li>❖ Statistics and Risk Management (CTE)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Engineering Mathematics (CTE)</li> <li>❖ Statistics and Risk Management (CTE)</li> </ul>
<b>Science *</b>	<b>2 credits</b> <ul style="list-style-type: none"> <li>•Biology</li> <li>•Integrated Physics and Chemistry</li> </ul> May substitute Chemistry or Physics for IPC but must use the other as academic elective credit.	<b>4 credits</b> <ul style="list-style-type: none"> <li>•Biology, AP Biology, or IB Biology</li> <li>•Chemistry, AP Chemistry, or IB Chemistry</li> <li>•Physics, Principles of Technology, AP Physics, or IB Physics</li> <li>•The additional credit may be IPC and must be successfully completed prior to Chemistry and Physics.</li> <li>•The fourth credit may be selected from any of the following:               <ul style="list-style-type: none"> <li>❖ Aquatic Science</li> <li>❖ Astronomy</li> <li>❖ Earth and Space Science</li> <li>❖ Environmental Systems</li> <li>❖ AP Biology</li> <li>❖ AP Chemistry</li> <li>❖ AP Physics B</li> <li>❖ AP Physics C</li> <li>❖ AP Environmental Science</li> <li>❖ IB Biology</li> <li>❖ IB Chemistry</li> <li>❖ IB Physics</li> <li>❖ IB Environmental Systems</li> </ul> </li> <li>4<sup>th</sup> year CTE Science courses must be taken concurrently with Physics or completion of Physics</li> <li>❖ Scientific Research and Design (CTE)</li> <li>❖ Anatomy and Physiology (CTE)</li> <li>❖ Engineering Design and Problem Solving (CTE)</li> <li>❖ Medical Microbiology (CTE)</li> <li>❖ Pathophysiology (CTE)</li> <li>❖ Advanced Animal Science (CTE)</li> <li>❖ Advanced Biotechnology (CTE)</li> <li>❖ Advanced Plant and Soil Science (CTE)</li> <li>❖ Food Science (CTE)</li> <li>❖ Forensic Science (CTE)</li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>•Biology, AP Biology, or IB Biology</li> <li>•Chemistry, AP Chemistry, or IB Chemistry</li> <li>•Physics, AP Physics, or IB Physics</li> <li>•After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following:               <ul style="list-style-type: none"> <li>❖ Aquatic Science</li> <li>❖ Astronomy</li> <li>❖ Earth and Space Science</li> <li>❖ Environmental Systems</li> <li>❖ AP Biology</li> <li>❖ AP Chemistry</li> <li>❖ AP Physics B</li> <li>❖ AP Physics C</li> <li>❖ AP Environmental Science</li> <li>❖ IB Biology</li> <li>❖ IB Chemistry</li> <li>❖ IB Physics</li> <li>❖ IB Environmental Systems</li> </ul> </li> <li>4<sup>th</sup> year CTE Science courses must be taken concurrently with Physics or completion of Physics</li> <li>❖ Scientific Research and Design (CTE)</li> <li>❖ Anatomy and Physiology (CTE)</li> <li>❖ Engineering Design and Problem Solving (CTE)</li> <li>❖ Medical Microbiology (CTE)</li> <li>❖ Pathophysiology (CTE)</li> <li>❖ Advanced Animal Science (CTE)</li> <li>❖ Advanced Biotechnology (CTE)</li> <li>❖ Advanced Plant and Soil Science (CTE)</li> <li>❖ Food Science (CTE)</li> <li>❖ Forensic Science (CTE)</li> </ul>
<b>Social Studies *</b>	<b>2½ credits</b> <ul style="list-style-type: none"> <li>•U.S. History Studies Since 1877 (1 credit)</li> <li>•U.S. Government (½ credit)</li> <li>•The final credit may be selected from the following:               <ul style="list-style-type: none"> <li>❖ World History Studies (1 credit)</li> <li>❖ World Geography Studies (1 credit)</li> </ul> </li> </ul>	<b>3½ credits</b> <ul style="list-style-type: none"> <li>•World History Studies (1 credit)</li> <li>•World Geography Studies (1 credit)</li> <li>•U.S. History Studies Since 1877 (1 credit)</li> <li>•U.S. Government (½ credit)</li> </ul>	<b>3½ credits</b> <ul style="list-style-type: none"> <li>•World History Studies (1 credit)</li> <li>•World Geography Studies (1 credit)</li> <li>•U.S. History Studies Since 1877 (1 credit)</li> <li>•U.S. Government (½ credit)</li> </ul>
<b>Economics w/ emphasis on the free enterprise system and its benefits *</b>	<b>½ credit</b>	<b>½ credit</b>	<b>½ credit</b>

<b>Curriculum Discipline</b>	<b>Minimum High School Plan</b>	<b>Recommended High School Plan</b>	<b>Distinguished Achievement Program</b>
<b>Academic Elective</b>	<b>1 credit</b> from any of the following: <ul style="list-style-type: none"> <li>•World History Studies</li> <li>•World Geography Studies</li> <li>•Any science course approved by SBOE</li> </ul> (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)	<b>None</b>	<b>None</b>
<b>Languages Other Than English *</b>	<b>None</b>	<b>2 credits</b> The credits must consist of any two levels in the same language.	<b>3 credits</b> The credits must consist of any three levels in the same language.
<b>Physical Education</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>•The required credit may be from any combination of the following ½ to 1 credit courses: <ul style="list-style-type: none"> <li>❖ Foundations of Personal Fitness</li> <li>❖ Adventure/Outdoor Education</li> <li>❖ Aerobic Activities</li> <li>❖ Team or Individual Sports</li> </ul> </li> <li>•In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>❖ Athletics</li> <li>❖ JROTC</li> <li>❖ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>•In accordance with local district policy, up to 1 credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> <li>❖ Drill Team</li> <li>❖ Marching Band</li> <li>❖ Cheerleading</li> </ul> </li> <li>•All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> <li>•Credit may not be earned for any TEKS-based course more than once. No more than 4 substitution credits may be earned through any combination of substitutions.</li> </ul>	<b>1 credit</b> <ul style="list-style-type: none"> <li>•The required credit may be from any combination of the following ½ to 1 credit courses: <ul style="list-style-type: none"> <li>❖ Foundations of Personal Fitness</li> <li>❖ Adventure/Outdoor Education</li> <li>❖ Aerobic Activities</li> <li>❖ Team or Individual Sports</li> </ul> </li> <li>•In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>❖ Athletics</li> <li>❖ JROTC</li> <li>❖ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>•In accordance with local district policy, up to 1 credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> <li>❖ Drill Team</li> <li>❖ Marching Band</li> <li>❖ Cheerleading</li> </ul> </li> <li>•All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> <li>•Credit may not be earned for any TEKS-based course more than once. No more than 4 substitution credits may be earned through any combination of substitutions.</li> </ul>	<b>1 credit</b> <ul style="list-style-type: none"> <li>•The required credit may be from any combination of the following ½ to 1 credit courses: <ul style="list-style-type: none"> <li>❖ Foundations of Personal Fitness</li> <li>❖ Adventure/Outdoor Education</li> <li>❖ Aerobic Activities</li> <li>❖ Team or Individual Sports</li> </ul> </li> <li>•In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> <li>❖ Athletics</li> <li>❖ JROTC</li> <li>❖ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus</li> </ul> </li> <li>•In accordance with local district policy, up to 1 credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> <li>❖ Drill Team</li> <li>❖ Marching Band</li> <li>❖ Cheerleading</li> </ul> </li> <li>•All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.</li> <li>•Credit may not be earned for any TEKS-based course more than once. No more than 4 substitution credits may be earned through any combination of substitutions.</li> </ul>
<b>Health Education</b>	<b>None</b>	<b>None</b>	<b>None</b>
<b>Speech</b>	½ <b>credit</b> from either of the following: <ul style="list-style-type: none"> <li>•Communication Applications</li> <li>•Professional Communications (CTE)</li> </ul>	½ <b>credit</b> from either of the following: <ul style="list-style-type: none"> <li>•Communication Applications</li> <li>•Professional Communications (CTE)</li> </ul>	½ <b>credit</b> from either of the following: <ul style="list-style-type: none"> <li>•Communication Applications</li> <li>•Professional Communications (CTE)</li> </ul>
<b>Technology Applications *</b>	<b>None</b>	<b>None</b>	<b>None</b>

Curriculum Discipline	Minimum High School Plan	Recommended High School Plan	Distinguished Achievement Program
<b>Fine Arts *</b>	<b>1 credit</b> for students who enter Grade 9 in 2010-11 or later from any of the following: <ul style="list-style-type: none"> <li>• Art, Level I, II, III, or IV</li> <li>• Dance, Level I, II, III, or IV</li> <li>• Music, Level I, II, III, or IV</li> <li>• Theatre, Level I, II, III, or IV</li> <li>• Principles and Elements of Floral Design (CTE)</li> </ul>	<b>1 credit</b> from any of the following: <ul style="list-style-type: none"> <li>• Art, Level I, II, III, or IV</li> <li>• Dance, Level I, II, III, or IV</li> <li>• Music, Level I, II, III, or IV</li> <li>• Theatre, Level I, II, III, or IV</li> <li>• Principles and Elements of Floral Design (CTE)</li> </ul>	<b>1 credit</b> from any of the following: <ul style="list-style-type: none"> <li>• Art, Level I, II, III, or IV</li> <li>• Dance, Level I, II, III, or IV</li> <li>• Music, Level I, II, III, or IV</li> <li>• Theatre, Level I, II, III, or IV</li> <li>• Principles and Elements of Floral Design (CTE)</li> </ul>
<b>Elective Courses *</b>	<b>7½ credits</b> from any of the following: <ul style="list-style-type: none"> <li>• The list of courses approved by SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>• State-approved innovative courses</li> <li>• JROTC (1-4 credits), or</li> <li>• Driver Education (½ credit)</li> </ul> For students who enter Grade 9 in 2010-11 or later, the number of electives will be 6½ credits.	<b>5½ credits</b> from any of the following: <ul style="list-style-type: none"> <li>• The list of courses approved by SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>• State-approved innovative courses</li> <li>• JROTC (1-4 credits)</li> <li>• Driver Education (½ credit)</li> </ul>	<b>4½ credits</b> from any of the following: <ul style="list-style-type: none"> <li>• The list of courses approved by SBOE for Grades 9-12 (relating to Essential Knowledge and Skills)</li> <li>• State-approved innovative courses</li> <li>• JROTC (1-4 credits)</li> <li>• Driver Education (½ credit)</li> </ul>
<b>Total Credits</b>	<b>22</b>	<b>26</b>	<b>26 + 4 Advanced Measures</b>

\* College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

### Distinguished Achievement Program

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be assessed through an external review process.
- A student must achieve any combination of **four** of the following:

#### Original research/project:

- \* judged by a panel of professionals in the field that is the focus of the project; or
- \* conducted under the direction of mentor(s) and reported to an appropriate audience;
- \* related to the required curriculum set forth in 19 TAC §74.1 (relating to Essential Knowledge and Skills).
- \* may not be used for more than two of the four advanced measures.

#### Test data:

- \* a score of three or above on The College Board Advanced Placement examination;
- \* a score of four or above on an International Baccalaureate examination;
- \* a score on the Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a Commended Scholar or higher by the College Board and National Merit

Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student.

#### College courses:

- \* a grade of 3.0 or higher on courses that count for college academic credit, including those taken for dual credit and advanced technical credit courses, including locally articulated courses.

### Personal Graduation Plan

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9.

The PGP will be designed and implemented by a counselor, teacher, or other staff member designated by the principal. The plan will identify the student's educational goals and include consideration of the parent's educational goals and educational expectations for the student.

### Early Graduation

Provision is made for early graduation if several requirements are met. Early graduation must be discussed with the counselor. The completed form with parent's signature must be approved by the building principal. The student will be ranked in the class in which the student graduates.

### Commencement Exercises

A student may participate in the high school graduation exercises if he has successfully completed all requirements as stipulated by the Texas Education Agency and the policies of SBISD. The District will set the graduation date for each school early in the academic year. Questions concerning the ceremony should be directed to the registrar.

Honor graduates, including the valedictorian and salutatorian, will be recognized during the spring commencement exercises. Students completing graduation requirements after graduation exercises have been conducted may receive diplomas through the registrar's office during working hours on any business day. A districtwide summer graduation ceremony is held for students who complete their graduation requirements in the summer after the spring ceremony.

### Non-graduates

Students needing additional credits to meet graduation requirements may use the following options: any accredited summer school, SBISD distance learning program, return to school the following year, or correspondence courses as approved by the principal. Students who opt to return for a fifth year are not required to carry a full course load.

Students who have met course and credit requirements, but lack mastery of the TAKS test, should contact the school's TAKS coordinator and/or counselor. Students who are not eligible to graduate in the spring or summer of their last full year of high school may participate in a subsequent graduation exercise.

### Transcripts

Transcripts of a student's academic record may be requested through the school registrar. If the student is not eighteen years of age, a parent or guardian must sign and return a release of information form.

### Health Fitness

SBISD has adopted policies that ensure elementary and middle school students will engage in at least the amount and level of physical activity required by *Education Code 28.002(1)*.

### Health Fitness Assessment

Annually, the District will conduct a physical fitness assessment of students in grades 3-8 and for all high school students enrolled in a Health Fitness and/or Health Fitness substitution course. At the end of the school year, a parent may submit a written request to the **Campus Health Fitness Department Chair** to obtain the results of his or her child's physical fitness assessment conducted during the school year.

### Health Fitness Exemption (Grades 6-12)

A student suffering from illness or injury should not participate in strenuous physical activity. A student who submits a note from the parent to the health fitness teacher stating the nature of the student's illness or injury will obtain a one-day exemption from strenuous physical activity. If the exemption must exceed five days, a doctor's written explanation is necessary. All students, including those with exemptions, must dress out every day.

### Health Fitness Waiver for Off-Campus Activities (Grades 6-12)

The Texas Education Agency permits physical education credits for students who participate in extensive Olympic sports training programs. See the counselor for policies concerning waiver requests.

## College

### College Entrance

Colleges and universities vary greatly in their entrance requirements in regard to grades, class rank, courses, and entrance examination. It is the student's responsibility to obtain college information to insure entrance requirements are being met.

### College Nights

During the first semester, the District sponsors one or two college nights. Parents and students are encouraged to attend. Representatives from a variety of post secondary options will be present with information.

### College Visitation

A junior or senior is allowed to miss two days during the year for college visitation if the grade level principal is notified **prior** to the visit. This time may be extended beyond the one day by the principal if the distance makes it impractical to travel to and from the college location in one day. The visit may not be taken during the **first week of the first semester or the last six weeks of the second semester.**

*Exception:* During the last six weeks principals may permit official college visitations if the student has not previously taken a visit and there are extenuating circumstances.

A written note from the parents requesting a college visitation must be submitted to the principal **prior** to the visitation. The grade level principal will, upon approval of the request for a college visitation, issue the student a *College Visitation Form* which must be validated by having a college official sign the form

and stamp it with the college seal. Failure to return the correctly validated form to the grade level principal will result in the student receiving an unexcused absence for time missed.

A student receiving a scholarship or auditioning is allowed an absence if visitation is a requirement of the organization or institution. The student is to provide the principal with a copy of the requirement in advance of the absence.

College visitation days for students will be counted as extracurricular days as allowed by state law.

### Scholarships and Financial Aid

Scholarship and financial aid information may be obtained from the school counselor and the SBISD website. The best source of information about availability of scholarships and other financial aid is the Director of Financial Aid at a specific college. Submission of family financial aid on appropriate forms (FAFSA, TASFA and/or the CSS Profile) is determined by the college. Applications for financial aid (FAFSA) can be completed online at <http://www.fafsa.ed.gov/> beginning in January **of the student's senior year.** Each scholarship has its own specific criteria to determine eligibility.

The National Merit Scholarship Qualifying Test (PSAT/NMSQT) is administered in the fall of the sophomore and junior years. **The test must be taken on the one nationally scheduled date during a student's junior year.** Advanced registration for PSAT/NMSQT is handled at the campus according to a published schedule.

## Academic Services

### Counseling Services

Counseling and counseling-related services are available on middle and high school campuses for all students. Guidance services are designed to be preventative, proactive, and developmental with the focus on academic and social-emotional needs of students. Responsive services from a school counselor, social worker, and/or case worker related

to immediate concerns of students that interfere with academic progress may be initiated through student self-referral or by requests from school personnel, parents, or guardians. **Such services are usually short-term in nature. School counselors do not provide therapy.** When necessary, referrals are made to appropriate community resources. Parents are requested to make an appointment to visit counselors when questions or concerns arise.

Counselors assist students in making academic decisions which help them plan for their future. These decisions include things such as:

- selecting courses which help prepare them for successful transitions;
- selecting colleges, universities, technical institutes, or career choices;
- applying for entrance exams, scholarships, grants, and/or financial assistance.

### Student Crisis and Welfare Intervention

In accordance with **Board Policy FFB (LEGAL)**, the District trains personnel to identify risk factors and warning signs for mental health related concerns, including:

1. Early mental health intervention
2. Mental health promotion and positive youth development
3. Substance abuse prevention
4. Substance abuse intervention; and
5. Suicide prevention

For more information contact Sofia Petrou, District Liaison for Student Crisis and Welfare Intervention, 713-251-2467.

### Suicide Awareness

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- [www.texassuicideprevention.org](http://www.texassuicideprevention.org)
- <http://www.dshs.state.tx.us/blhservices-search/>

### Support Services

A strong support staff of qualified specialists offers a variety of services to students. The staff includes librarians, nurses, psychologists, registrars, speech therapists, licensed specialists in school psychology, and social workers/Community Youth Services (CYS)/Communities In Schools (CIS).

### Homebound Services

Any student who is expected to be confined at home or hospital bedside for a minimum of four weeks (the weeks need not be consecutive) due to medical

reasons only that are documented by a physician may be eligible for homebound services. The student, however, must be free of infectious disease and there must be an adult in the home at the time of the teacher's visit.

Students served through general education, including Section 504 eligible students, will be considered for homebound instruction through the General Education Homebound committee. Parents of these students should contact their home campus designated Student Success Committee (SSC)/504 Facilitator as soon as the need is determined.

Students who are eligible for special education services will be considered for homebound instruction through the Special Education ARD committee. Parents of these students should contact their home campus special education diagnostician or campus IEP specialist as soon as the need is determined.

For short-term absences of five or more days, make-up work can be secured from the campus grade level office.

### Textbook/Supplies

State adopted textbooks are provided by the school. **State law mandates that textbooks be covered at all times.** Students are personally responsible for each book issued them and must pay for lost, stolen, or damaged books. Students are not to write in the textbooks. **Students are responsible for checking their condition, noting any prior damage, and placing their name inside the front cover.** Students whose book record is unclear will not receive textbooks for the next academic year.

### Supplies/Fees:

Certain courses may require the purchase of supplies or the payment of a fee. Fees, fines, or supplies required by the student have been approved on a districtwide basis and are reviewed regularly.

Students may use nonconsumable items owned by SBISD such as locks and/or lockers with locks, towels, lab equipment, etc. Each student is responsible for the school property that is issued to him/her. Any damaged or lost property must be paid for by the responsible student.

Students may voluntarily purchase supplies or materials to be used in classes such as shop, photography, auto mechanics, etc. if the finished products remain the property of the students.

### **Library Learning Commons**

The Library Learning Commons provides students with access to devices and electronic resources. As the hub of learning, reading, and digital exploration, students are warmly welcomed. The Learning Commons offers books and devices for research, study, exploration, and connection to the world. Devices are available for students to use and check out. Books are available in print and electronic format. District-purchased electronic resources and eBooks can be accessed 24/7 from the District website. These resources assist students in their academic success at SBISD and beyond. Students are held accountable for the care and their behavior while on devices. Students are responsible for lost or damaged books and/or devices.

### **Driver Education**

Driver Education is an after-school program offered at each of the four traditional high schools for a fee. This program is a non-credit course and the student must be fifteen on or before the first day of the class. Additional information is available at each school or from the Department of Community Education.

### **Substitute Teachers**

When a teacher is absent, a qualified substitute teacher will be employed. The academic objectives for the class will remain the focus. Student behavior will support the focus. The substitute is instructed to make a report to the regular teacher of any discipline problems that arise and to send a student who commits a serious offense or one who persists in committing minor offenses to the principal for disciplinary action.





# ***Student Code of Conduct***

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# Introduction

All students are entitled to benefit from the basic rights recognized and protected by law for persons of their age and maturity attending the public schools of the state. Spring Branch Independent School District (SBISD) schools foster a climate of mutual respect for the rights of others. Students are expected to respect the rights and privileges of other students, teachers, and other school employees. The rules of conduct and discipline contained within this *Student Code of Conduct* (the *Code*) are established to achieve and maintain order in the SBISD schools. Students are governed by this *Code* and those who violate the *Code* or rights of others or who violate SBISD or campus rules shall be subject to the provisions contained within this *Student Code of Conduct*.

A discipline violation includes the planning of, or conspiring to commit an offense and/or commission of an offense. Certain offenses may result in the filing of charges by the SBISD Police Department through the Harris County District Attorney's Office, Harris County Juvenile Probation Department or the Harris County Justice of the Peace Court depending on the nature of the misconduct. Principals are required, by law, to report certain activities to the SBISD Police Department. Persons detained by the SBISD Police Department for criminal charges, including juveniles 10-16 years of age, must be fingerprinted and photographed before being released back to a parent or being transported to a juvenile holding facility. The District will take into consideration self-defense, the disciplinary history of the student, intent or lack of intent at the time the student engaged in the conduct, or a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct concerning any offense that may result in suspension, discipline alternative education program placement, or expulsion.

All ticketable offenses may require transporting the student to the SBISD Police Department.

This *Student Code of Conduct* is the product of collaboration between SBISD and the Harris County Juvenile Board. SBISD and the Harris County Juvenile Board have entered into a Memorandum of Understanding concerning various requirements. The Memorandum of Understanding between SBISD and the Harris County Juvenile Board is incorporated by reference into this *Student Code of Conduct*.

The SBISD Board of Trustees adopted the following *Student Code of Conduct* (the *Code*) at a meeting held May 19, 2014.

## Development of the *Student Code of Conduct*

The District's *Code* was developed through a cooperative effort of the District Improvement Team, District administrators, and the Harris County Juvenile Board as required in *TEC Section 37.001*.

A draft of the *Code* was initially prepared by District administrative personnel and reviewed by the District's legal advisors. The draft was then submitted for review and comment to the District Improvement Team comprised of representatives of parents, teachers, administrators, and community business leaders.

## Rights and Responsibilities

The rights and responsibilities of SBISD students, parents, teachers, principals, and district administrators are laid out in the Rights and Responsibilities section in the Appendix. The purpose of this section of the *Plan* is to provide a brief description of the more important rights and responsibilities of students. In general, students should have the maximum freedom allowable under law, commensurate with the school's responsibility for student health, safety, and welfare. Consequently, the school does not relinquish its authority and responsibility. Within each school, the principal has the responsibility for maintaining the orderly educational process. Maintenance of the orderly educational process shall be accomplished in a manner which both respects the rights and recognizes the responsibilities of students.

## District Jurisdiction

The District has jurisdiction over its students during the regular school day and while going to and from school on District transportation. Within the District's jurisdiction is any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, regardless of time or location. The District's jurisdiction also includes any student whose conduct at any time and in any place interferes with or obstructs the mission or operations of the District or the safety or welfare of students or staff members or causes a substantial and material disruption on campus.

### **Guidelines for Disciplinary Actions**

When imposing discipline, District personnel shall adhere to the following guidelines:

- Discipline shall be administered when necessary to protect students, school employees, or property; maintain essential order and discipline; and promote an environment conducive to learning.
- Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include but are not limited to the following:
  - \* Seriousness of the offense;
  - \* Student's age;
  - \* Student's disciplinary history;
  - \* Intent or lack of intent at the time the student engaged in the conduct;
  - \* Self defense;
  - \* A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
  - \* Potential effect of the misconduct on the school environment;
  - \* Any mitigating factors.

### **Campus Discipline Person**

The administrators on each campus have been designated by the Board as the Campus Discipline Person(s) for that campus with the authority to:

- Assess and implement the campus discipline management program in cooperation with teachers and staff;
- Remove a student from campus for compelling nondisciplinary reasons or pending a conference;
- Investigate allegations of student misconduct which includes questioning students, and searching a student or the student's belongings if there is reasonable suspicion that the student has violated a specific rule or law and the school administration reasonably expects that the search could produce evidence of that violation;
- Conduct conferences regarding removal of students to alternative educational placement; to make determination of guilt; and, upon such determination, to determine the duration of removal and the alternative educational placement to which a student should be removed.

The Superintendent or designee has been designated by the Board to conduct hearings concerning expulsion of students and to issue orders of expulsion upon determination of guilt of incorrigible conduct as a result of such hearings.

### **Levels of Violations in *Student Code of Conduct***

The *Code* classifies student violations according to their significance. There are five levels of increasingly serious violations. Minor offenses are classified as Level I violations. The most serious offenses are classified as Level V. Each level carries a range of consequences that is appropriate for the particular violation. Due to the nature of some offenses they may be listed under more than one level. In these cases, the principal will decide upon the appropriate level and consequence according to the specific circumstances of the violation. Repeated violations in one level may result in disciplinary consequences at the next level.

### **Procedures for Student Discipline Referrals**

Most Level I offenses are considered minor violations of the *Student Code of Conduct* and, therefore, a written report of such offenses is ordinarily not required to be filed with the school principal or other appropriate administrator. However, if the teacher (1) imposes school detentions, (2) removes the student to the principal's office, or (3) has the student enter a behavioral contract, the teacher will file with the school principal or the other appropriate administrator a written report, not to exceed one page, documenting the violation.

A teacher with knowledge that a student has violated the *Student Code of Conduct* at Level II or higher must file a written report with the school principal. The principal or other appropriate administrator will send a copy of the report to the student's parents or guardian as soon as possible but not later than three school days after receipt of the report from the teacher. All consequences will be recorded and kept on file for future reference.

### **Procedures for Student Removal by Teachers**

A teacher may send a student to the principal's office to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with the *Student Code of Conduct*.

A teacher may remove from class a student:

- Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn;
- Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with students in the class or with the ability of the student's classmates to learn.

If a teacher removes a student from class, the principal may place the student into another appropriate classroom, into in-school suspension, or into a disciplinary alternative educational program (DAEP). The principal may not return the student to that teacher's class without the teacher's consent unless the Placement Review Committee determines that such placement is the best or only alternative available. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

Each school shall establish a three-member committee to determine placement of a student when a teacher refuses the return of a student to the teacher's class and make recommendations to the District regarding re-admission of expelled students. Members shall be appointed as follows:

- The campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member;
- The principal shall choose one member from the professional staff of the campus;
- The teacher refusing to re-admit the student may not serve on the committee.

## ***Student Code of Conduct Levels of Behavior***

### **LEVEL I Disruptive Behavior—Minor Infractions**

The first category is most important because early corrective action will usually avoid the need to progress to more restrictive categories. Students' first signs of misbehavior usually are not of a severe nature, but are signals for special attention. Communication, cooperation, and encouragement of positive behavior are the key ingredients at this level of remediation.

#### **Level I disruptive offenses may include, but are not limited to:**

- Disruption of school activities;
- Giving false information either verbally or in writing to a school staff member;
- Failure to follow the directions of a teacher, principal, bus driver, supervisor or other school staff member;
- Disrespect of a staff member;
- Gambling;
- Tardiness or truancy;
- Littering of school grounds;
- Trespassing;
- Dress code violations [see Dress Code Violation, p. C-13 and Dress Code, p. H-16, Secondary Handbook].

Students guilty of a first Level I offense may receive any of the discipline management techniques appropriate for the situation as determined by a school administrator, including, but not limited to:

- Detention [see Detention, p. C-18];
- Denial of classroom privileges;
- Verbal correction;
- Conference with the student;
- Special duties in classroom;
- Behavioral contracts;
- Parent telephone call, letter, and/or conference [see Parent-Teacher Conferences, p. C-18];
- Individualized behavior modification;
- Warning;
- Removal by teacher to principal's office;
- Referral to SBISD Police Department for appropriate legal action;
- Special education students—refer to IEP; and §504 students—refer to 504 accommodations;
- Peer mediation;
- Assignment to In-school Suspension.

A second Level I offense may result in any of the above consequences or suspension for up to three days and/or an additional assignment to in-school suspension. Repeated Level I offenses may ultimately result in assignment to a DAEP.

Persistent misbehavior of Level I may lead to consequences in Level II.



## **LEVEL II    Serious Disruptive Behavior**

In general, Level II offenses are considered more serious in nature and will carry more severe consequences.

The discipline techniques at this stage are designed to teach the students positive alternative behaviors or to impress upon the student the negative consequences of negative behavior. After investigating the scope and nature of the offense committed, the campus administrator may implement any one or more of discipline management techniques.

### **Level II serious disruptive offenses may include, but are not limited to:**

- Possession of articles inappropriate for school including electronic devices (i.e. iPods, radios, CD players, etc.), matches, laser pointers, and/or printed material not appropriate for school [see Personal Telecommunications Devices/Electronic Devices, p. C-16];
- Improper use of telecommunication devices, authorized or unauthorized [see Personal Telecommunications Devices/Electronic Devices, p. C-16];
- Cheating [see Cheating, p. C-12];
- Harassment or bullying [see Bullying, p. C-12];
- Gang Behavior [see Gangs, p. C-14).

Students guilty of a first Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by a school administrator, including, but not limited to:

- Conference with campus administrator;
- Behavioral contracts;
- Partial or complete denial of attendance and/or participation in extracurricular activities;
- Probation;
- Before/after school and/or Saturday detention [see Detention, p. C-18];
- Removal from class for up to three days (campus ISS);
- Parent notification;
- Teacher removal from class, documented behavior;
- Special education students—refer to IEP; and §504 students—refer to 504 accommodations;
- Referral to SBISD Police Department for appropriate legal action.

A second Level II offense may result in any of the above consequences or suspension for up to three days and/or an additional assignment to in-school suspension. Repeated or serious Level II offenses may ultimately result in assignment to a DAEP.

### **LEVEL III Serious or Persistent Misbehavior (Suspension/Campus ISS or DAEP)**

After reasonable discipline management techniques have been imposed and the campus administrator determines that the student's presence in the regular classroom is disruptive to other students or persistent misbehavior violates the previously communicated standards of student conduct, the building administrator may remove a student to a disciplinary alternative educational program (DAEP), assign in-school suspension (ISS), or assign home suspension (up to three days).

If a student is suspended, the student's absence shall be considered excused if the student satisfactorily completes the class assignments for the period of suspension within the same number of days of his/her suspension, after the student's return to school.

**Behaviors leading to such action may include, but are not limited to:**

- Vandalism [see Vandalism, p. C-17];
- Gang activity, including being a member of a Gang [see Gangs, p. C-14];
- Tampering with, changing, or altering records or documents of the District by any method, including, but not limited to, computer access or other electronic means;
- Cheating—denial of credit [see Cheating, p. C-12];
- Directing profanity, vulgar language or obscene gestures toward other student, school personnel, or any other person;
- Engaging in verbal abuse, i.e., name-calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that may disrupt the school program or incite violence;
- Use/possession of tobacco [see Tobacco Possession/Use, p. C-17];
- Fighting [see Fighting, p. C-14];
- Harassment or Bullying [see Bullying, p. C-12];
- Insubordination [see Insubordination, p. C-15];
- Use of force or threat [see Assault, p. C-11];
- Engaging in any form of sexual harassment of another student or staff member [see Sexual Harassment, p. C-15];
- Planning and/or organizing and/or instigating and/or participating in an activity that causes substantial disruption of the educational program;
- Possession of any weapon not prohibited in Level V, including but not limited to BB/pellet guns, knives, razors, box cutters, "look-alike" weapons, chains, ammunition, or stun guns [see Weapons, p. C-18];
- Possession of ammunition, fireworks, matches or a lighter, or other dangerous instruments;
- Misdemeanor theft;
- Extortion, coercion, kidnapping, or blackmail;
- Damaging and/or destroying and/or altering school computer hardware and/or software by any method including, but not limited to, the use of computer software viruses or other electronic means;
- Inappropriately using instructional materials including computers, computer systems, and other technology;
- Hazing [see Hazing, p. C-15];
- Possessing drug paraphernalia, as drug paraphernalia is defined by the *Texas Controlled Substance Act (Article 4476-15, Vernon's Texas Civil Statutes)* [see Drug/Alcohol Possession/Use, p. C-13];
- Nonfelony criminal mischief.

Students guilty of a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by a school administrator, including, but not limited to:

- Assignment to in-school suspension (ISS); and/or
- Suspension (up to three days); and/or
- Assignment to a DAEP (District or Highpoint); and/or
- Certain offenses may result in filing a charge by the SBISD Police Department;
- Special education students—refer to IEP; and §504 students—refer to 504 accommodations.

A student who commits a Level III offense and is suspended or placed in a DAEP is prohibited from attending or participating in school-sponsored or school-related activities.

#### **LEVEL IV Offenses for Which a Student Will Be Placed in a Disciplinary Alternative Education Program**

A student will be placed in a disciplinary alternative education program (District DAEP or Highpoint or the Harris County Juvenile Justice Alternative Education Program) for any of the following offenses if committed on school property or while attending school-sponsored or school-related activities on or off school property.

**Behaviors leading to such action may include, but are not limited to, the following:**

- Serious or persistent misbehavior after the student has been placed in a campus ISS and continues to violate the District *Student Code of Conduct*;
- Regardless of where the conduct occurs, engaging in conduct involving a public school that contains the elements of the offense of false alarm or report (under *Section 42.06, Texas Penal Code*), or terroristic threat (*Section 22.07, Texas Penal Code*);
- Assault of an individual under *Section 22.01 (a) (2) (a) (3), Texas Penal Code*;
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, engaging in conduct punishable as a felony other than those felony offenses listed in Level V of the *Student Code of Conduct*;
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, engaging in conduct that contains the elements of the offense of assault under *Section 22.01 (a) (1), Texas Penal Code*;
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, selling, giving, delivering, possessing, using, or being under the influence of marijuana or a controlled substance (real or imitation) (as defined by *Chapter 481, Health and Safety Code*, or by *21 U.S.C. Section 801 et. Seq.*), including any marijuana-like substance that is commonly found in K2, Spice, or any synthetic substance that produces psychoactive effects, or a dangerous drug (as defined by *Chapter 482, Health and Safety Code*) or an abusable volatile chemical under *Section 485.031-485.034, Health and Safety Code*, if punishable as a misdemeanor;
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, selling, giving, or delivering to another person an alcoholic beverage (as defined by *Section 1.04, Alcoholic Beverage Code*); committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of an alcoholic beverage [see Drug/Alcohol Possession/Use, p. C-13];
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, engaging in conduct that contains the elements of the offense of public lewdness (under *Section 21.09, Texas Penal Code*) or indecent exposure (under *Section 21.08, Texas Penal Code*);
- On or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property, engaging in conduct that contains the elements of the offense of aggravated robbery (under *Section 29.03, Texas Penal Code*);
- Engaging in conduct occurring off campus and while the student is **not** in attendance at a school-sponsored or school-related activity if:
  - \* The student receives deferred prosecution under *Section 53.03, Texas Family Code*, for conduct defined as a felony offense in *Title 5, Penal Code*; or
  - \* A court or jury finds that the student has engaged in delinquent conduct under *Section 54.03, Texas Family Code*, for conduct defined as a felony offense in *Title 5, Penal Code*; or
  - \* The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in *Title 5, Penal Code*.
- Regardless of time or location, engaging in conduct on or off school property that contains the elements of the offense of retaliation under *Section 36.06, Texas Penal Code*, against any school employee;
- Engaging in conduct that contains the elements of an offense of deadly conduct under *Section 22.05, Penal Code*;
- Engaging in conduct that contains elements of the offense of criminal mischief under *Section 28.03, Penal Code*, if the conduct is punishable as a felony;

- Off campus, non-violent felony, if the Superintendent/designee has a reasonable belief the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process;
- Breach of Computer Security, under the *Penal Code*, is a permissive expellable offense if a student accesses a district's computers, computer system, or computer network and knowingly alters, damages, or deletes district property or information;
- A student who is younger than 10 years of age shall be removed from class and placed in a disciplinary alternative education program if the student engages in conduct that would be an expellable offense for students 10 years old or older. A student who is under 10 years of age who possesses a firearm shall be expelled but shall receive education in the DAEP during the term of the expulsion. See the list of expellable offenses in Level V of the *Student Code of Conduct*;
- *Title 5* Expulsions:

After an opportunity for a hearing, a student may also be expelled from SBISD and placed in the Harris County Juvenile Justice Alternative Education Program if, regardless of when the offense occurred, the location of the offense, or whether the student was enrolled in the District at the time of the offense, a student:

- \* has received deferred prosecution under the *Family Code* for conduct defined as a felony offense in *Title 5* of the *Penal Code*;
- \* has been found by a court or jury to have engaged in delinquent conduct under the *Family Code* for conduct defined as a felony offense in *Title 5* of the *Penal Code*;
- \* is charged with engaging in conduct defined as a felony offense in *Title 5* of the *Penal Code*;
- \* has been referred to a juvenile court for allegedly engaging in delinquent conduct under the *Family Code* for conduct defined as a felony offense in *Title 5* of the *Penal Code*;
- \* has received probation or deferred adjudication for a felony offense under *Title 5* of the *Penal Code*;
- \* has been convicted of a felony offense under *Title 5* of the *Penal Code*; or
- \* has been arrested for or charged with a felony offense under *Title 5* of the *Penal Code*.

Before being expelled, the principal must also determine the student's presence in the classroom threatens the safety of the other students or teachers; will be detrimental to the educational process; or is not in the best interests of the District's students. *Title 5* felonies include criminal homicide; murder; capital murder; manslaughter; criminally negligent homicide; kidnapping; aggravated kidnapping; indecency with a child; sexual assault; aggravated sexual assault; injury to a child, elderly individual, or disabled individual; abandoning or endangering a child; deadly conduct; terroristic threat; aiding suicide; or tampering with a consumer product; smuggling of persons; trafficking of persons; public lewdness; indecent exposure; improper relationship between educator and student; harassment by persons in certain correctional facilities; harassment of public servant; improper photography or visual recording. The expulsion shall last until:

- \* the student graduates from high school;
- \* the *Title 5* felony charges that resulted in the expulsion are dismissed or reduced to a misdemeanor offense; or
- \* the student completes the term of the placement or is assigned to another program.

A decision under this section is final and may not be appealed; however, the placement shall be reviewed at intervals not to exceed 120 days.

**Level IV consequences may include, but are not limited to:**

- Assignment to a DAEP;
- Special education students will be referred to an ARD Committee and §504 students referred to 504 Committee;
- Referral will be made to SBISD Police Department for appropriate legal action;
- Expulsion to the Harris County Juvenile Justice Alternative Education Program.

**A student who commits a Level IV offense and is placed in a DAEP is prohibited from attending or participating in a school-sponsored or school-related activity.**

**LEVEL V Offenses for Which a Student Shall Be Expelled and Referred to the Harris County Juvenile Justice Alternative Education Program (JJAEP)**

A student shall be expelled for any of the following offenses that occur on District school property or while attending a school-sponsored or school-related activity of a school in another district in Texas.

**Behaviors leading to such action may include, but are not limited to, the following:**

- A firearm violation, as defined by federal law. A firearm under **federal law** includes the following:
  - \* Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
  - \* The frame or receiver of any such weapon;
  - \* Any firearm muffler or firearm weapon;
  - \* Any destructive device, such as any explosive, incendiary, or poison gas bomb or grenade.
- Use, exhibition, or possession of the following, under the *Texas Penal Code*:
  - \* A firearm;
  - \* An illegal knife, such as a knife with a blade over 5½ inches; a hand instrument designed to cut or stab another by being thrown including, but not limited to, a dart, stiletto, poniard, dagger, bowie knife, sword, or spear;
  - \* A club;
  - \* A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. [see Weapons, p. C-18];
  - \* Possession of or conspiring to possess any explosive or explosive device.
- Engaging in conduct containing the elements of the following under the *Texas Penal Code Title 5*:
  - \* Aggravated assault, sexual assault, or aggravated sexual assault;
  - \* Arson;
  - \* Murder, capital murder, or criminal attempt to commit murder;
  - \* Aggravated robbery;
  - \* Manslaughter;
  - \* Criminally negligent homicide;
  - \* Indecency with a child;
  - \* Aggravated kidnapping;
  - \* Behavior related to an alcohol or drug offense that could be punishable as a felony;
  - \* Retaliation against a school employee, combined with one of the above listed offenses on or off school property or at a school-sponsored or school-related activity;
  - \* Continuous sexual abuse of young child or children.
- After being placed in a DAEP for disciplinary reasons, continuing to engage in serious misbehavior that violates the District *Student Code of Conduct*. Serious misbehavior is defined as deliberate violent behavior that poses a direct threat to the health or safety of others; extortion, meaning the gaining of money or other property by force or threat; conduct that constitutes coercion, as defined by *Section 1.07, Penal Code*; or conduct that constitutes the offense of public lewdness under *Section 21.07 of the Penal Code*, indecent exposure under *Section 21.08 of the Penal Code*; criminal mischief under *Section 28.03 of the Penal Code*; personal hazing under the *Education Code*, or harassment under *Section 42.07(a)(1) of the Penal Code*, of a student or district employee.

**Consequences for misbehavior Level V are as follows:**

The length of expulsion may be up to one year. Under federal law, any student who brings a firearm as defined in *18 U.S.C. Section 921*, regardless of the student's age, must be expelled from the student's regular campus for a period of at least one year, except that the Superintendent may modify the length of the expulsion.

**A student who violates the provisions of Level V *Student Code of Conduct* and is expelled will be referred to the Harris County Juvenile Court [see Expulsion, p. C-20]. The Juvenile Courts may order an expelled student or a student who commits a felony off campus to attend the JJAEP. Referral to SBISD Police Department for appropriate legal action.**

- Special education students will be referred to an ARD Committee and §504 students referred to 504 Committee.

# Registered Sex Offenders

## Students Required to Register as Sex Offenders

Any student who is required to register as a sex offender under *Chapter 62 of the Code of Criminal Procedure* and who is under any form of court supervision, including probation, community supervision, or parole, shall be removed to the DAEP for at least one semester.

If a student is required to register as a sex offender under *Chapter 62 of the Code of Criminal Procedure* and is not under any form of court supervision, the District may remove the student to the DAEP for one semester or elect to leave the student in the regular classroom. The District may not leave the student in the regular classroom if the Board's designee determines that the student's presence in the regular classroom:

- threatens the safety of other students or teachers;
- will be detrimental to the educational process; or
- is not in the best interests of the District's students.

A student or the student's parent or guardian may appeal the decision to place the student in the DAEP by requesting a conference among the Board's designee, the student's parent or guardian, and the student. The conference is limited to the factual question of whether the student is required to register as a sex offender under *Chapter 62 of the Code of Criminal Procedure*. If the Board's designee determines at the conclusion of the conference that the student is required to register as a sex offender under *Chapter 62 of the Code of Criminal Procedure*, the student shall be placed in the DAEP. The decision of the Board's designee is final and may not be appealed.

## Review Procedures for Registered Sex Offenders

1. At the end of the first semester of a student's placement in the DAEP, the Board's designee shall convene a committee to review the student's continued placement in the DAEP. The committee must be composed of:
  - a classroom teacher from the campus to which the student would be assigned were the student not placed in the DAEP;
  - the student's parole or probation officer or, in the case of a student who does not have a parole or probation officer, a representative of the local juvenile probation department;
  - an instructor from the DAEP to which the student is assigned;

- a school district designee; and
  - a counselor employed by the school district.
2. The committee by majority vote shall determine and recommend to the Board's designee whether the student should be returned to the regular classroom or remain in the DAEP.
  3. If the committee recommends that the student be returned to the regular classroom, the Board's designee shall return the student to the regular classroom unless the Board's designee determines that the student's presence in the regular classroom:
    - threatens the safety of other students or teachers;
    - will be detrimental to the educational process; or
    - is not in the best interests of the District's students.
  4. If the committee recommends that the student remain in the DAEP, the Board's designee shall continue the student's placement in the DAEP unless the Board's designee determines that the student's presence in the regular classroom:
    - does not threaten the safety of other students or teachers;
    - will not be detrimental to the educational process; and
    - is not contrary to the best interests of the district's students.
  5. If, after receiving the committee's recommendation, the Board's designee determines that the student should remain in the DAEP, the Board's designee shall before the beginning of each school year convene the review committee described above to review the student's placement in the DAEP.
  6. The placement of any student who is a registered sex offender and is also a student with a disability who receives special education services must be made in compliance with the *Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.* The review of the student's placement as described above shall be conducted by the student's Admission, Review, and Dismissal ("ARD") Committee, although the ARD Committee may request that the Board's designee convene a regular review committee to assist the ARD Committee in conducting the review.

7. If a student who has been placed in a DAEP or a JJAEP as a registered sex offender transfers to the District during the student's mandatory placement, the Board's designee will convene a review committee as described above to determine the student's appropriate placement.

The committee may recommend:

- that the student be assigned to the DAEP for the remainder of the time unserved in the student's previous district, plus an additional semester, without conducting any additional review of the student's placement between semesters;
- that the student be assigned to the DAEP for the remainder of the time unserved in the student's previous district; or
- that the student be placed in the regular classroom.

The Board's designee shall not allow the student to return to the regular classroom if the designee determines that the student's presence in the regular classroom:

- threatens the safety of other students or teachers;
- will be detrimental to the educational process; or
- is not in the best interests of the District's students.

## Discipline for Students with Disabilities

Disciplinary actions regarding special education and Section 504 eligible students shall be in accordance with the *Plan* subject to the requirements of state and federal law, including, but not limited to, appropriate

manifestation determinations. Information regarding the applicable procedures may be obtained from a campus administrator or the District special education department.

## Definitions and Explanations

### Student Violations

The following provisions delineate actions or activities that the District considers violations of the norm of student conduct. Students who are guilty of such offenses will be subject to disciplinary action specified in the *Student Code of Conduct*. The behaviors described are representative of the most frequent types of offenses and are **not** to be considered all inclusive.

Other misconduct not specified in this handbook may be dealt with by any appropriate discipline management technique(s) or assignment to the Disciplinary Alternative Education Program, depending upon the nature of the misconduct.

For purposes of the *Code*, a student who is apprehended in the process of committing an act which would constitute an offense under the *Code* if completed shall be considered to have committed the offense, whether or not all elements of the offense

had been completed before apprehension. A student who endeavors to commit an act, which is an offense under the *Code*, and is unsuccessful for reasons other than apprehension, e.g., an attempt to enter another student's locker to steal which is unsuccessful because of inability to accomplish entry, shall be considered to have committed the offense of attempting to commit the act, e.g., attempted theft or robbery. Offenses of attempt may be punishable in the same manner as the offense which was attempted.

#### Assault (Level IV Offense)

Students are prohibited from assaulting anyone on school property, within 300 feet of school property, at any school-related event, in a situation which is school-related, or in any way which is detrimental to the educational process.

An assault is defined as:

- Intentionally, knowingly, or recklessly causing bodily injury to another person;
- Intentionally or knowingly threatening another with imminent bodily harm, or placing another in fear of imminent bodily harm;
- Intentionally or knowingly causing physical contact with another when the student knows or should reasonably believe that the other will regard the contact as offensive or provocative.

### **Bullying (Level II–IV Offense)**

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

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another District employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The District will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling

options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the District. The parent of a student who has been determined by the District to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the District.

A copy of the District's policy is available in the principal's office, superintendent's office, and on the District's web site.

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

Bullying also includes any form of harassment or the making of hit list. Hit list is defined as a list of people targeted to be harmed using a firearm as defined by *Section 46.01(3), Penal Code*; a knife as defined by *Section 46.01(7), Penal Code*; or any other object to be used with intent to cause bodily harm.

Harassment is defined as threatening to cause harm or intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

The penalty under this section could range from Level II to Level IV. The level will depend upon the specific actions of the student as well as the overall effect on the school.

### **Cheating (Level II/III Offense)**

Cheating shall be defined as giving or receiving information or help on a test, possession of any unauthorized material during a test, copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment, submitting duplicate work, or having someone else complete an assignment on behalf of the student. Plagiarism, the use of another's ideas or products as one's own, is also defined as cheating. The penalty for cheating will be a zero for work involved and the student will be subject to appropriate disciplinary action in cheating offenses. All students involved will be subject to disciplinary action.



### **Substantial Disruption of Classes or School Activities (Level III/IV Offense)**

For purposes of the *Code*, “school property” includes the public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-related activities; and “public property” includes any street, highway, alley, public park, or sidewalk not owned by the District.

No student shall be permitted on school property or on public property within 500 feet of school property to disrupt willfully, alone or in concert with others, the conduct of classes or other school activities. Conduct that disrupts classes or other school activities includes the following actions:

- Emissions, by any means, of noise of an intensity that prevents or hinders instruction;
- Enticement or attempted enticement of students away from classes or other school activities that students desire or are required to attend;
- Prevention or attempted prevention of students from attending classes or other school activities that students desire or are required to attend;
- Admission to an educational activity or area without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language, causing disruption of class activities;
- Threats against District property including but not limited to fire, arson, or bombing.

Conduct by a student or students, either in or out of class, that for any reason—whether because of time, place, or manner of behavior—materially disrupts classwork or school activities or involves substantial disorder or invasion of the rights of other students, officials, guests, participants, or employees at school or school-related activities is prohibited.

Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption on, or material interference with, normal school operations or approved school activities.

### **Disruption of Lawful Assembly (Level IV Offense)**

No student or group of students acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on the campus or on District property. Disruptive activity means:

- Obstructing or restraining the passage of any person in an exit, entrance, or hallway of any

building without the authorization of the principal or the District;

- Seizing control of any building or portion of a building for the purpose of interfering with an administrative, educational, research, or other authorized activity;
- Preventing or attempting to prevent by force or violence or the threat of violence any lawful assembly authorized by the District administration, principal, or the Board;
- Disrupting by force or violence or the threat of force or violence a lawful assembly in process;
- Obstructing or restraining the passage of any person at an exit or entrance to a campus or property; or preventing or attempting to prevent, by force, violence or threat, the entrance or exit of any person to or from property or campus without authorization of the District.

A lawful assembly or school-related activity is disrupted when any person in attendance is rendered incapable of participating in the assembly due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.

### **Dress Code Violation (Level I Offense)**

The school has a legitimate interest in requiring proper dress and personal grooming for every student. It is essential to the effectiveness of the educational process that any model of dress that tends to disrupt or distract from the proper learning environment of the school be prohibited. The student’s personal dress and grooming should not lead school officials to believe that such dress and grooming will disrupt, interfere with, disturb, or detract from school activities, nor create a health or other hazard to the student’s safety or the safety of others.

The District shall adopt and distribute specific standards concerning dress and personal grooming in the *Student/Parent Handbook* or supplement of each school which are consistent with general guidelines outlined by the Board.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in extracurricular activities.

### **Drug/Alcohol Possession/Use (Level III-V Offense)**

Possession, use, and delivery of any alcohol or drugs (real or imitation) is strictly prohibited, no matter how small the quantity. Some students believe that if the blood alcohol level is not over the criminal level, that school sanctions do not apply. This is not correct.

School discipline will be applied if any amount of drugs or alcohol is used or possessed at school, at a school-related event, or prior to coming to school or a school-related event. This includes the following:

- Any controlled substance or dangerous drug as defined by law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate (real or imitation);
- Any marijuana-like substances that are commonly found in K2, Spice, or any synthetic substance that produces psychoactive effects;
- Alcohol or any alcoholic beverage;
- Any abusable glue, aerosol paint, or any other chemical substance for inhalation;
- Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drug;
- Correction fluid, white out, etc.

Misdemeanor tickets for minors in possession of alcohol and/or drugs/tobacco on school property may be issued by the SBISD Police Department.

**“Possess”** means actual care, custody, control, or management of a prohibited substance or drug paraphernalia. A prohibited item found or observed on the student’s person or in the student’s locker, vehicle, clothing, or belongings will be presumed to be in the student’s possession. There may be more than one person in possession of a prohibited item. As an example, a prohibited item found in a vehicle with more than one student will be presumed to be in the possession of all students present when circumstances indicate knowledge of the prohibited items and have or may exercise care, custody, control, or management of the prohibited item.

**“Use”** means smoke, ingest, imbibe, drink, or otherwise absorb. Use may be evidenced by the student’s appearance, actions, speech, breath, or aroma.

**Students coming on school premises or to a school function after using alcohol or other prohibited drugs are subject to disciplinary action.**

**“Under the Influence”** means noticeable impairment of a student’s faculties, but is not limited to legal intoxication.

The transmittal, sale, or attempted sale of what is represented to be any of the above listed substances is also prohibited under this rule.

The principal is responsible for determining whether a student has been using drugs or alcohol. However, a comprehensive drug screen, administered in a health facility designated by the District and within two hours

of apprehension of the alleged use, may be accepted as conclusive evidence for use. Other methods of detection, i.e. breathalyzer, may be used to determine whether a student has or has not used drugs or alcohol.

A student who uses a drug authorized by a licensed physician through a prescription specifically for that student’s use shall not be in violation of this rule. Prompt written notice of such usage shall be given to the principal by the student’s parents. Students may not use or possess medicine—prescription or nonprescription—without complying with procedures established in the *Student/Parent Handbook*.

If a disabled student who is designated only §504 is currently using drugs or alcohol and violates the District policy on the use or possession of drugs and alcohol, the student loses the procedural protections provided by §504 and may be disciplined for the violations. [1991 OCR Policy Memorandum on ADA Amendments to §504 OCR 1991]

## **Fighting**

Students should do everything possible to avoid physical contact with other students. Self-defense is seldom an acceptable excuse for fighting and is only considered in rare circumstances.

## **Fraternities, Sororities, Secret Societies, and Gangs (Level II-IV Offense)**

A person commits an offense if the person is as follows: a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang.

A school district board of trustees or an educator shall recommend placing in a disciplinary alternative educational program (DAEP) any student under the District’s control who violates this section.

An offense under this section is a Class C misdemeanor.

In this section, a “public school fraternity, sorority, secret society, or gang” means an organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include Boy Scouts, Hi-Y, Girl Reserves, DeMolay, Rainbow Girls, Pan-American Clubs, scholarship societies, or other similar educational organizations sponsored by state or national education authorities.

The penalty under this section could range from Level II to Level IV. The level will depend upon the specific actions of the student as well as the overall effect on the school.

### **Gang-Free Zones**

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

### **Hazing (Level III Offense)**

Hazing includes any willful act done by a student either individually or with others, to another student for the purpose of subjecting the other student to indignity, humiliation, intimidation, physical abuse or threats of abuse, social ostracism, shame, or disgrace. No student shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Students shall have prior written approval from the principal for any type of "initiation rites" of a school club or organization.

### **Insubordination (Level III/IV Offense)**

Insubordination refers to, but is not limited to, any form of failure to cooperate with school personnel, failure to submit to the authority of school personnel, and the providing of false information.

### **Harassment (Level III Offense)**

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. See **Board Policies FFH (LOCAL)** and **FFH (LEGAL)**. <http://pol.tasb.org/Policy/Code/599?filter=FFH>

### **Sexual Harassment (Level III Offense)**

Sexual harassment is defined as any unwanted physical, verbal, or visual sexual advances; requests for sexual favors; and other sexually-oriented conduct, which is offensive or objectionable to the recipient, including, but not limited to: epithets; derogatory or suggestive comments, slurs, or gestures; and offensive posters, cartoons, pictures, or drawings.

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

The District believes that every student has the right to attend District schools and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. The District considers sexual harassment of students to be serious and will consider the full range of discipline options up to and including the District's DAEP, according to the nature of the offense.

All students are expected to treat one another courteously, with respect for the other person's feelings; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gestures, or any other intimidating sexual conduct, including requests for sexual favors, that the other student regards as offensive or provocative. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the teacher; the principal or designee; or the Superintendent, who serves as the District's *Title IX* coordinator for students.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parents in a conference with the principal or designee or with the *Title IX* coordinator. The first conference with the student will be held by a person who is the same gender as the student. The conference will be scheduled and held as soon as possible within five days of the request. The complaints will be investigated by the SBISD Police Department which ordinarily will be completed within 10 school days. The student or parents will be informed if extenuating circumstances delay completion of the investigation. The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parents, the student or parents within 10 days may request a conference with the Superintendent or designee by following the procedures set out in **Board Policy FFH (LOCAL)**. If the resolution by the Superintendent or designee is not satisfactory, the student or parents may present the complaint to the Board as provided by Board policy.

### **Dating Violence**

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

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

### **Personal Telecommunications Devices/ Electronic Devices**

A student in grades PreK-12 may use a telecommunications device (smartphone) to the extent authorized by a classroom teacher or administrator for instructional purposes. Telecommunications devices shall not be used to take pictures or video at any time during the school day or on school grounds, unless authorized by the classroom teacher for instructional purposes.

A student in grades PreK-5 may use a personal telecommunications device on school grounds during non-instruction time and athletic events for other school-related activities/special events to the extent authorized by the campus administration. A student in grades 6-12 may use a personal telecommunications device on school grounds

during non-instructional times or at athletic events or other school-related activities/special events. All personal telecommunications devices shall be set so that incoming calls, text messages, and the like do not emit audible sound.

When use of any telecommunications or personal electronic device is granted, the use may not in any way:

- Disrupt the educational process in the District
- Endanger the health or safety of the student or anyone else
- Invade the rights of others at school
- Involve illegal or prohibited conduct of any kind

Specifically, the use of a cell phone or any device that may be used to take pictures, capture images or video in any locker room, bathroom, or other areas in which students dress is prohibited at all times.

A staff member who discovers a student in possession of a personal telecommunications device in violation of guidelines set forth in the Student/Parent Handbook shall confiscate the device and turn it over to a campus administrator by the end of the school day.

The District is not responsible for telecommunications or electronic devices brought onto campus or school-related events that become lost or stolen.

In the event that the personal telecommunications device is not retrieved by the parent by the end of the third day after it was confiscated, the campus administrator shall, in a timely manner, send a written notice to the parent/guardian of the date and time that he or she may meet with the campus administrator to retrieve the personal device and discuss the student's violation of the District's policy governing the use of personal telecommunications devices (**FN** series). The campus administrator shall release the personal telecommunications device to the parent/guardian after the student has completed the necessary consequence, as defined by the *Student/Parent Handbook*, which is assigned by the administration.

All personal telecommunication devices not claimed within the 30 calendar days will become the property of the District.

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

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the

equipment used to send such messages is District-owned or personally owned, if it results in a substantial disruption to the educational environment.

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

#### **Tobacco Possession/Use (Level III Offense)**

No student shall possess or use on school premises or at school-related functions, tobacco products, including but not limited to cigarettes, cigars, pipes, snuff, or chewing tobacco. Misdemeanor tickets for minors in possession of alcohol and/or drugs/tobacco on school property may be issued by the SBISD Police Department.

#### **Unauthorized Distribution of Publications (Level III Offense)**

Distribution of written material by students may be restricted pursuant to the following guidelines:

- Distribution may be limited in order to prevent material and substantial interference with the normal school operations in circumstances where there is evidence that disruption will likely result directly from the distribution.
- Reasonable administrative regulations as to the time, place, and manner of distribution may be prescribed to promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
- Content of material to be distributed shall conform to the following:
  - \* Drug-, sex-, or alcohol-related materials that are inappropriate for the age and maturity of the person likely to receive the material or that endorse actions harmful to the health and safety of students shall not be distributed;
  - \* Libelous, scandalous, obscene, or defamatory materials shall be prohibited from distribution and/or viewing on the Internet;

- \* Publications that criticize Board members or school officials or advocate violations of the *Code* or campus rules may be prohibited when there is evidence that reasonably supports a forecast that material and substantial disruption of normal school operations will result from the publication;
- \* Hate literature that scrupulously attacks ethnic, religious, racial, or other groups and similar irresponsible publications aimed at creating hostility and violence shall be banned. Only literature that could reasonably support a forecast of material and substantial disruption of normal school operations is affected by this restriction.

All school publications and other written material intended for distribution to students on school or District property or at school-sponsored activities shall be submitted for review before distribution according to the guidelines set out above and according to the following procedures:

- Material shall be submitted to the principal or designee for review;
- The principal or designee shall approve or disapprove submitted material within three working days of the time the material is received;
- The student may appeal disapproval to the Superintendent or designee who shall decide the appeal within three working days of its receipt.

#### **Unexcused Tardiness—Secondary Only (Level I Offense)**

For the purpose of the *Code*, unexcused tardiness is defined as arriving to class without an acceptable excuse or admit after the tardy bell has rung, but before more than fifteen (15) minutes of the class have expired. Further, for purposes of the *Code*, unexcused arrival at a class after more than fifteen (15) minutes have expired shall be regarded as an unexcused absence. A teacher shall be entitled to impose appropriate sanctions under the teacher's classroom discipline plan, including denial of academic credit for the day's class if a grade was taken for all other members of the class. In addition, the student will be subject to disciplinary action.

#### **Vandalism (Level III Offense)**

Students shall not vandalize nor otherwise damage or deface school property including, but not limited to, grounds, furniture, equipment or vehicles, or the property of others located on school property or used for school purposes or at school-sponsored events. Parents or guardians of students guilty of damaging property will be liable for damages in accordance with the law.

### **Weapons (Level V Offense)**

No student shall possess, use, exhibit, or transmit on school or District property or in vehicles provided by the school or District or authorized and utilized for school- or District-related purposes or at school-related activities, any firearm, explosive device, illegal knife, or other weapon, unless pursuant to written regulations or written authorization of the District. Students shall not threaten to possess, use, exhibit, or transmit any such device or weapon. This rule is not intended to apply, in the usual case, to school supplies such as pencils, pens, compasses, and the like, unless used or exhibited in a menacing or threatening manner.

If any student possesses, uses, exhibits, or transmits a prohibited device or weapon off school property, and it reasonably appears that the student intended the device or weapon to be taken to or used for injury on District property, including vehicles or facilities for school-related activities, the student will be considered to be in violation of this policy if the conduct is detrimental to or disruptive of the educational process.

Weapons include, but are not limited to, the following:

- Clubs, night sticks, batons, sticks, or items whose use or intentional use may cause harm to another;
- Razors or other sharp cutting devices;
- Metallic knuckles;
- Chains;
- Illegal knives;
- Firearms;
- Explosive devices, items, or things, including ammunition;
- Any other object either used in a way that threatens or functions to inflict bodily injury on another person.

The possession or use of articles not generally considered weapons may be prohibited when, in the principal's judgment, a reasonable danger exists to the student in possession, other students, school guests, staff, or school property by virtue of such possession or use.

## **Disciplinary Consequences**

### **Parent-Teacher Conferences**

Each teacher is assigned one class period per day to be used for parent conferences as well as planning and preparing for classwork. Parents are encouraged to call the school for an appointment relative to any phase of the student's progress.

A teacher or other school employee shall conduct a conference with a student's parent(s) when a student is removed to a DAEP or when a teacher recommends removal from the class. When such conference is required, a teacher or other school employee may also conduct a second conference as a follow-up within the same school year.

The teacher or school employee convening a required conference shall attempt to conduct the conference by personal attendance, but if this method is impractical, the conference may be conducted by telephone. If attempts to conduct a required conference by either of these methods are unsuccessful, the conference may be conducted by correspondence directed to the parent at the parent's current address, as reflected on the school's records. Teachers or other school employees involved shall document their efforts to schedule and conduct required parental conferences.

Teachers or other school employees may request a conference with a student's parent(s) whenever there has been a minor offense or whenever the teacher or employee perceives the need for parental cooperation in enforcing the *Code*.

### **Detention (Level I/II Offense)**

For minor infractions of the *Code* (Level I or II) or other policies and regulations, students may be assigned detention before or after school hours or on a Saturday. Before assigning students to detention, the teacher or principal shall inform the student of the conduct that allegedly constitutes the violation and the student shall be given an opportunity to explain his/her version of the incident.

The student's parents or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

### **In-School Suspension (ISS)**

ISS is a disciplinary consequence in which a student is suspended from classes yet remains on campus. The student will be assigned to a specified supervised classroom for the school day and will be separated from all students not assigned to ISS.

Though isolated from the regular school setting, students assigned to ISS are expected to study and complete assignments (including quizzes, tests, and projects) during their time in ISS. Students assigned to ISS are not eligible to attend or participate in any school activities until the day following the last day of the assignment. In-school suspensions may not be appealed.

### **Out-of-School Suspension**

The principal or other appropriate administrator may suspend (from school) a student who engages in conduct identified in the *Student Code of Conduct* as conduct for which a student may be suspended. An out-of-school suspension may not exceed three school days. Students assigned to out-of-school suspension are not eligible to attend or participate in any school activities, nor permitted on school grounds, until the day following the last day of the assignment. Out-of-school suspensions may not be appealed. Out-of-school suspensions are considered excused absences.

### **Disciplinary Alternative Educational Programs (DAEP)**

Each school district shall provide a DAEP that:

- Is provided in a setting other than a student's regular classroom;
- Is located on or off a regular school campus;
- Provides for the students who are assigned to the DAEP to be separated from students who are not assigned to the program;
- Focuses on English language arts, mathematics, science, history, and self discipline;
- Provides for students' educational and behavioral needs;
- Provides supervision and counseling; employs only teachers who meet all certification requirements; and
- Provides not less than the minimum amount of instructional time per day.

A DAEP placement may provide for a student's transfer to:

- A different campus (District DAEP, Highpoint);
- A school-community guidance center;
- A community-based alternative school.

An off-campus DAEP is not subject to a requirement imposed by this title, other than limitations on liability or a reporting requirement.

Each school district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP.

A student removed to a DAEP is counted in computing the average daily attendance of students in the district for the student's time in actual attendance in the program.

A school district shall allocate to a DAEP the same expenditure per student attending the DAEP, including federal, state, and local funds that would be allowed to the student's school if the student were attending the student's regularly assigned education program, including a special education program.

A school district may not place a student, other than a student suspended or expelled, in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP.

If a student placed in a DAEP enrolls in another school district before the expiration of the period of placement, the board of trustees of the district requiring the placement shall provide to the district in which the student enrolls, at the same time other records of the student are provided, a copy of the placement order. The district in which the student enrolls may continue the DAEP placement under the terms of the order.

A program of educational and support services may be provided to a student and the student's parents/guardians when the offense involves drugs or alcohol. Students assigned to DAEP are not eligible to attend or participate in any school activities until the day following the last day of the assignment.

### **Disciplinary Alternative Educational Program (DAEP) Placement**

A student who has committed a Level III, IV, or V offense as defined in the *Student Code of Conduct* shall be considered to have engaged in serious or persistent misbehavior that threatens to impair the educational efficiency of the school and shall be suspended from school or placed in in-school suspension, DAEP, or expelled. Similarly, a student who commits two or more violations of Level I or II offenses in the *Code* may be found to have engaged in persistent or serious misbehavior that threatens to impair the educational efficiency of the school and may be sent to District DAEP.

If the principal or designee decides to remove a student to a DAEP for a period of time that extends beyond 30 days or the end of the next grading period, whichever is earlier, the student's parent/guardian must be provided an opportunity to conference with the principal or designee within three school days after notice of removal. The parent/guardian may appeal the principal/designee's decision to the



Executive Director of Administration. The decision of the Executive Director of Administration is final and may not be appealed. Students are placed in in-school suspension pending resolution of the appeal.

Students in grades 6-11 and nongraduating seniors that have not completed their assignment when the school year ends will be required to finish their assignment in the District DAEP summer program. Graduating seniors that have not completed their assignment when the school year ends will not be allowed to participate in their school's graduation ceremony.

Any student who has been placed in a DAEP from another school district in Texas or another state will have that placement continued upon enrollment in SBISD until the placement period has been completed.

If a student placed in a DAEP attempts to enroll in another district before the DAEP period is concluded, the DAEP placement order is to be sent to the receiving district at the time other records are provided. The receiving district may continue the DAEP placement for the remainder of the term.

Any student assigned to the DAEP for a period of 90 school days or longer shall be administered an assessment instrument designed to assess at least a student's basic skills in reading and mathematics. The instrument shall be administered initially on placement of the student in the DAEP, and again on the date of the student's departure from the DAEP, or as near that date as possible.

### **Emergency Placement or Expulsion**

This subchapter does not prevent the principal or the principal's designee from ordering the immediate placement of a student in the DAEP if the principal or the principal's designee reasonably believes the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

This subchapter does not prevent the principal or the principal's designee from ordering the immediate expulsion of a student if the principal or the principal's designee reasonably believes that action is necessary to protect persons or property from imminent harm.

At the time of an emergency placement or expulsion, the student shall be given oral notice of the reason for the action. Within a reasonable time after the emergency placement or expulsion, the student shall

be accorded the appropriate due process. If the student subject to the emergency placement or expulsion is a student with disabilities who receives special education services, the term of the student's emergency placement or expulsion is subject to the requirements of *20 U.S.C. Section 1415(k)(1)* and *7 CFR 300.530*.

A principal or designee is not liable in civil damages for an emergency placement under this section.

### **Expulsion (Level V Offense)**

A student who has violated Level V of the *Code* may be expelled. The Board's designee must provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution and which the student's parent or guardian is invited, in writing, to attend.

If the Superintendent or designee determines that a student, after being placed in the District's DAEP, continues to be guilty of unacceptable conduct to the extent that keeping the student in the program or the school would seriously impair the ability of the program or the school to provide effective education to other students and that no further reasonable efforts to provide for the continuing education of the student can be made, the student may be expelled and sent to Highpoint or JJAEP. Students who have been expelled from school are not eligible to attend or participate in any school activities until the day following the last day of the assignment.

Any student who has been expelled from another school district in Texas or another state will have that expulsion continued upon enrollment in SBISD until the expulsion period has been completed.

If a student withdraws from the District before the expulsion order is entered, the principal or Board, as appropriate, may complete the proceedings and enter the order. If the student later seeks to re-enroll that year or in a subsequent year, the District may enforce the expulsion order except for any period of expulsion that has been served by the student upon enrollment in another district that honored the expulsion order.

The period of an expulsion may not exceed one year unless, after a review, the District determines that:

1. The student is a threat to the safety of other students or to District employees; or
2. Extended placement is in the best interest of the student. After the District notifies the parents or guardians of a student that the student has been expelled, the parent or guardian shall provide adequate supervision of the student during the period of expulsion.



### **Scholastic Penalties**

A student removed by school officials from regular classes pursuant to this *Plan* for any reason other than expulsion will receive an excused absence and will be expected to complete any coursework assigned within a time designated by the teacher. No academic penalty will be assessed based solely on the disciplinary infraction.

Pending an appeal of an expulsion to the Board, students will be allowed to remain current on all coursework. However, if the appeal is denied, the student will not receive credit for that work. Students who are expelled will not receive credit for work missed during expulsion.

### **Temporary Removals for Other Reasons**

A student may be removed from regular classes or District premises for nondisciplinary reasons when the principal determines there is a compelling reason for doing so. Reasons which may be considered compelling include but are not limited to the following:

- Being highly agitated;
- Suffering from any other condition that temporarily threatens the student's welfare, the welfare of others, or the efficient operation of the school.

Any student who is removed from school for a reason shown above and is in a condition that threatens his/her own welfare or the welfare of others shall be released to the parents, the parents' representative, or proper authority including, but not limited to, law enforcement officers and medical personnel.

A student who is removed from regular classes or school premises pending any hearing required by law shall be removed for as short a time as is reasonable under the circumstances.

Before removing a student from school premises for any of the foregoing reasons, the student shall be informed of the reason for the removal and have an opportunity to state any objections to such action.

The District shall make reasonable efforts to notify the parents prior to removing a student from school premises. If the parents cannot be notified prior to removal, the parents shall be notified of the removal and the reason as soon as possible. Students who have been temporarily removed from regular classes or District premises are not eligible to attend or participate in any school activities until the day following the last day of the assignment.

## **Appeals and Hearings**

### **Appeals of Placement to the DAEP**

The decision of the principal in proceedings for removal of a student to a DAEP may be appealed to the Superintendent or designee, whose decision is final. A student, parents, guardian, or representative desiring to appeal a decision of the principal to the Superintendent or designee shall give written notice of the appeal to such officials within three school days after the decision of the principal is communicated to the parents, guardian, or representative. Failure to give timely notice of appeal shall constitute a waiver of the student's right to appeal.

During the pendency of an appeal of a placement in the DAEP, the student may not be denied the privileges of the home campus unless the home campus principal determines that the student's continued presence there presents a continuing danger of physical harm to the student or other individuals. In the event of such a determination, the student shall be suspended for a maximum of three days.

All decisions on appeal shall be made on the basis of the evidence received at the appellate hearing. Decisions on appeal shall be announced as soon as possible after the conclusion of the appellate hearing and shall be communicated in writing to the student's parents, guardian, or representative.

During the pendency of such a further appeal in a removal to a DAEP, the student may be removed to a DAEP.

### **Appeals of Expulsions**

The decision of the Superintendent or designee in proceedings for expulsion of a student may be appealed to the Board.

The parents, guardian, or representative of a student desiring to appeal to the Board the decision of the Superintendent or designee in an expulsion proceeding shall give written notice of appeal to the Superintendent within three school days after the date the decision which is under appeal is communicated to parents, guardian, or

representative. Failure to give timely notice of appeal or to prosecute such appeal in a reasonable time shall constitute a waiver of the student's right to appeal.

Any notice of appeal shall contain the student's name, the date of issuance of the decision under appeal, the name of the official whose decision is under appeal, the aspects of the decision which the student wishes to appeal, and the grounds for such appeal. Promptly following receipt of timely notice of appeal, the Superintendent or designee, as the case may be, shall notify the student's parents, guardian, or representative, usually in writing, of the date, time, and place at which the appeal will be heard.

During the pendency of an appeal in an expulsion proceeding, a student will be denied the privileges of the home campus unless the Superintendent or designee determines otherwise. However, the student will not be charged with unexcused absences during the pendency of the appeal and will be allowed to remain current on all coursework, provided, however, in the case of expulsion, that if the appeal is denied, credit will not be given for any coursework performed during pendency of the appeal unless the decision on appeal provides that such credit shall be given.

Appellate hearings shall be limited to the matters and issues set forth in the student's notice of appeal and shall generally be conducted on the basis of the testimony given and evidence introduced during the initial hearing, unless the District official or appellate body determines that it is in the interest of the educational process to permit introduction of new or additional matters during the appeal. The student shall be entitled to representation in any appeal by an adult of the student's or parent's choice. Appellate hearings before the Board will be heard before a quorum of the Board members.

All decisions on appeal shall be made on the basis of the evidence received at the appellate hearing. Decisions on appeal shall be announced as soon as possible after the conclusion of the appellate hearing and shall be communicated in writing to the student's parents, guardian, or representative. Decisions on appeals from expulsion hearings shall be in writing. The decision of a majority of the Board members hearing an appeal shall constitute the decision of the Board in an appeal.

A decision of the Board on appeal shall become final unless the student is entitled to timely appeal under applicable federal or state law.

A student who appeals a decision of the Board shall give the Board notice of such appeal by delivering a copy of the document by which such appeal is perfected to the Superintendent. During the pendency of such a further appeal in an expulsion

proceeding, the student shall be expelled pending further appeals and no educational services shall be provided.

### Conference/Hearing/Review

Not later than the third class day after the day on which a student is removed from class or by the school principal or other appropriate administrator, the school principal shall schedule a conference among the principal or the principal's designee, parents or guardian of the student, the teacher removing the student from class, and the student. The student may not be returned to the regular classroom pending the conference. Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the principal shall order the placement of the student for a period consistent with the *Student Code of Conduct*.

If a student's placement in a DAEP is to extend beyond the end of the semester, a student's parents or guardian are entitled to notice of and an opportunity to participate in a proceeding before the Board's designee, as provided by District Board policy. Any decision of the Board's designee under this subsection is final and may not be appealed.

Before it may place a student in a DAEP for a period that extends beyond the end of the school year, the Board's designee must determine that:

- The student's presence in the regular classroom program presents a danger of physical harm to the student or to another individual; or
- The student has engaged in serious or persistent misbehavior that violates the District's *Student Code of Conduct*.

The Board's designee (principal) shall set a term for a student's placement in a DAEP.

A student placed in a DAEP shall be provided a review of the student's status by the Board's designee at intervals not to exceed 120 days. At the review, the student or the student's parents or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent.

Before a student may be expelled, the Board or the Board's designee must provide the student a hearing at which the student is afforded appropriate due process as required by the federal Constitution and which the student's parents or guardian is invited, in writing, to attend. At the hearing, the student may be represented by the student's parents or guardian or

another adult who can provide guidance to the student and who is not an employee of the District. If the decision to expel a student is made by the Board's designee, the decision may be appealed to the Board. The decision of the Board may be appealed by *trial de novo* to a district court of the county in which the school district's central administrative office is located.

The Board or the Board's designee shall deliver to the student and the student's parents or guardian a copy of the order placing the student in a DAEP or expelling the student.

After the District notifies the parents or guardian that the student has been expelled, the parents or guardian shall provide adequate supervision of the student during the period of expulsion.

## Miscellaneous Provisions

### Audio-Visual Taping and Videosurveillance

Texas law allows school personnel to utilize video/audio taping to record activities related to instruction, curricular or extracurricular activities, or safety purposes. Video/audio tapes that are created and maintained by anyone at the District other than the SBISD Police Department or a SBISD Police Department employee will not be used for any other purpose other than those listed above without signed parental consent (or consent of the student if the student is age 18 or older).

Video surveillance equipment that monitors District common areas and buses is maintained by the SBISD Police Department. All videosurveillance recordings are created by the SBISD Police Department for the purpose of law enforcement and safety, and are maintained by the SBISD Police Department. Videosurveillance recordings created and maintained by the SBISD Police Department may also be used by District officials to view certain recorded events and to determine appropriate action to take in response to such events.

### SBISD Police Department

The mission of the SBISD Police Department is to maintain social order at all SBISD facilities and properties within carefully prescribed policy and ethical, statutory, and constitutional restrictions. The District police officers are licensed state peace officers who are vested with all the powers, privileges, and immunities of peace officers while the officers are performing their duties as defined by Board policies. The SBISD Police Department operates 24 hours a day, seven days a week. They are located at 9009 Ruland and can be reached by telephone by calling 713-984-9805.

### Interrogations and Searches

School officials may search a student or a student's property when there are reasonable grounds for suspecting that the search will discover evidence that the student has violated or is violating either the law or the Code. Vehicles are also subject to search.

Areas such as lockers, which are owned and jointly controlled by the District, may also be searched. Students shall not place, keep, or maintain any article or material in school-owned lockers that is forbidden by District policy or that would lead school officials to a reasonable belief that it would cause a substantial disruption on school property or at a school-sponsored function.

The nature of any search should be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. Except in extraordinary circumstances, an adult witness should be present.

Searches may be conducted on any campus by the Drug Dog Detection Team or by SBISD Police Department's Explosive Detection Team. The search pattern may include, but not be limited to, classrooms, lockers, vehicles, gyms, and locker rooms.

### Questioning of Students

When law enforcement officers or other lawful authorities other than an SBISD Police Department Officer 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.

### **Arrested Students**

If a District student at school is subject to arrest or apprehension by a law enforcement officer other than an SBISD Police Department officer, the principal shall request the following information:

- Name, badge number, or official identification of the official;
- Statement of probable cause to take the student into custody;
- Case number.

The principal shall immediately use his or her best efforts to notify the parents/guardians and the Superintendent or designee.

### **Physical Restraint**

Any District employee may, within the scope of the employee's duties, use and apply physical restraint to a student when the employee reasonably believes restraint is necessary to:

- Protect a person, including the person using physical restraint, from physical injury;
- Obtain possession of a weapon or other dangerous object;
- Protect property from serious damage;
- Remove from a specific location, including from a classroom or other school property, a student refusing a lawful command of a school employee;
- Restrain an irrational student;
- Follow specific procedures outlined in a behavior management plan for an identified disabled student.

# Appendix

## Rights and Responsibilities

### Rights and Responsibilities of Students

#### Educational Atmosphere

- Students have the **right** to a well-balanced, appropriate educational program at all levels in elementary, middle, and senior high schools.
- Students have the **responsibility** to strive for academic growth by participating to the utmost of their abilities including being prepared for each class with appropriate materials and assignments.
- Students have the **right** to study under qualified instructors in an atmosphere free from bias, prejudice, and disruption.
- Students have the **responsibility** to contribute to the development of a positive climate, maintaining such an atmosphere by exhibiting respect toward others, conducting themselves in a responsible manner, being properly attired and groomed, and refraining from violations of the *Code and Plan*.
- Students have the **right** to appropriate counseling for educational problems.
- Students have the **responsibility** to seek counseling for educational problems.

#### Reporting of Progress

- Students have the **right** to receive an academic grade that reflects their academic achievement.
- Students have the **responsibility** to maintain reasonable standards of academic performance commensurate with their abilities.
- Students have the **right** to be notified of unsatisfactory progress midway through each grading period while sufficient time remains to take corrective action.
- Students have the **responsibility** to make every effort to improve their performance upon receipt of the notification of unsatisfactory progress.
- Students have the **right** to receive conduct grades consistent with their behavior.

- Students have the **responsibility** to conduct themselves in each class in ways that contribute to the learning environment, including obeying all classroom and school rules.

#### Attendance

- Students have the **right** to information on policies and rules that define excused absences, unexcused absences, and tardiness to school or class.
- Students have the **responsibility** to take advantage of their educational opportunities by attending all classes daily and on time.
- Students have the **right** to appeal a decision pertaining to an absence and shall not be penalized in any way for excused absences.
- Students have the **responsibility** to provide school officials with an adequate explanation with appropriate documentation indicating the reason for an absence.
- Students have the **right** to make up classwork within a specified length of time in case of all absences except truancy.
- Students have the **responsibility** to request the makeup assignments from their teachers upon their return to school and to complete this work within a specified length of time.

#### Information and Privacy of Records

- Students have the **right** to be protected by legal provisions which prohibit the release of personal identifiable information to other than legally authorized persons without the consent of the parents/guardian or eligible student (over eighteen years of age). (*Texas Open Records Law and Federal Privacy Act of 1974*)
- Students, with such parental consent as may be required, have the **responsibility** to complete and deliver a release of information to third parties, including **release of student directory information**.

- Students have the **right** to inspect, review, and challenge the information contained in those records directly relating to the student.
- Students have the **responsibility** for providing the school any information that may be useful in appropriate educational or emergency decisions including current address/telephone information.

#### First Amendment Rights

- Students have the **right** to beliefs of their own established religion.
- Students have the **responsibility** to respect the religious beliefs of others.
- Students have the **right** to express themselves and their points of view.
- Students have the **responsibility** to exercise their freedom of expression in a manner respecting the rights of others—including the right of others to disagree—avoiding interference with the orderly process of education in their school or the District and understanding that they are accountable and subject to discipline for expressions which are obscene, libelous or slanderous, or otherwise inconsistent with the norms of conduct set forth in the *Code*.
- Students have the **right** to assemble peacefully under the direction of a faculty advisor on school grounds or in school buildings in a manner which does not disrupt or interfere with the educational process or restrict the passage of persons on the school premises.
- Students have the **responsibility** to plan for, to seek approval of, and to conduct those activities which are consistent with the educational objectives of the school.
- Students have the **right** to seek membership in clubs, groups, and activities which have authorized sponsors and whose purpose conforms to those of the school.
- Students have the **responsibility** to demonstrate appropriate conduct during the school day and at school activities.

#### Student Government

- Students have the **right**, under the direction of a faculty advisor, to form and operate a student government within their respective schools.
- Student government officers and representatives have the **responsibility** to be alert to the needs of the school and the concerns of the student body and to work

toward responding to those needs and concerns to the best of their abilities.

- Students have the **right** to seek office in student government or any organization under the rules and procedures of that organization, regardless of race, ethnic origin, disabling condition, sex, color, creed, or political beliefs.
- Students have the **responsibility** to conduct election campaigns in a positive, mature manner with all due respect for opponents and with due regard to their general responsibilities concerning exercise of First Amendment rights.

#### Search and Seizure

- Students have the **right** to privacy of their person and their personal possessions unless the principal or other school official has reasonable grounds for suspecting that the student is concealing material dangerous to the student body or prohibited by law or the policies and administrative procedures of the District.
- Students have the **responsibility** not to carry or conceal any such material that is prohibited by law, Board policies, or which would distract from the educational process. Students are responsible for the content of their lockers. Lockers remain the property of the school. Students should not expect lockers to be private, as they are subject to search at any time if reasonable grounds exist for suspecting that they contain any prohibited substance or property belonging to another. Lockers are to be kept locked. Students who permit others to use or share their lockers should bear in mind that they remain responsible for the contents of their lockers.

#### Discipline

- Students have the **right**—with regard to disciplinary matters—to reasonable, fair, and patient treatment which does not violate their legal rights.
- Students have the **responsibility** to behave in a manner which does not disrupt or interfere with the educational process and to become familiar with the policies and procedures outlined in the *Student/Parent Handbook*, including established appeal procedures.
- Students have the **right** to be informed of any charges against them and to be afforded the opportunity to explain their actions prior to any decision imposing discipline.
- Students have the **responsibility** to be honest in responding to the charges against them and

to cooperate with staff in investigation of disciplinary cases, including volunteering information when the student has knowledge relating to a serious offense.

### Citizenship

- Students have the **right** to enjoy the basic rights of citizenship which are recognized and protected by the laws of this country and state for persons of their age and maturity, as well as the right to the respect of classmates, teachers, and other school personnel.
- Students have the **responsibility** to respect the rights and property of classmates, teachers, other school personnel, and the District.
- Students should have the **right** of access to textbooks, library books, technology, and materials to support the curriculum.
- Students have the **responsibility** for the care and return of textbooks, library books, technology, and materials and may be charged for replacement or damage of these books and/or materials.

## Rights and Responsibilities of Parents

A cooperative relationship among parents, teachers, and principals is an essential ingredient in the success in any school. Parents have certain rights and responsibilities based on the common good as well as on legal precedent. Throughout the *Plan*, “parents” include a single parent, legal guardian, or person having lawful guardianship, or person having lawful control of the student.

**Texas Education Code Chapter 26 spells out the rights of parents and are included below. The TEC is maintained on the web by Texas Legislature ONLINE at [www.capitol.state.tx.us/](http://www.capitol.state.tx.us/).**

- Purpose;
- Definition;
- Rights concerning academic programs;
- Access to student records;
- Access to state assessments;
- Access to teaching materials;
- Access to Board meetings;
- Right to full information concerning student;
- Consent required for certain activities;
- Exemption from instruction (temporarily from class or other school activity that conflicts with religious or moral belief);
- Complaints (grievance procedure);
- Expect a safe learning environment for the student;
- Expect respect for themselves and the student;
- Expect qualified teachers implementing organized instruction;
- Receive notification of student progress at regular intervals;
- Receive notification of each serious or recurring discipline problem;
- Receive notification of student’s learning problem;
- Receive assistance in helping their student achieve his/her optimal potential;
- Expect a comprehensive, challenging, well-balanced, flexible curriculum, which includes the Texas Essential Knowledge and Skills;
- Expect fair and consistent discipline of the student;
- Right to request a transfer if your student becomes a victim of a violent criminal offense while in or on the grounds of the school your student attends [see **Board Policies FDE (LEGAL)** and **FDE (LOCAL)**];
- Right to request professional qualification of teachers and staff;
- Right to opt out of non-emergency, evasive 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 students. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law [see **Board Policies EF** and **FFAA**];
- Right to receive notice of and deny permission for your student’s participation in any survey or activity that would involve the collection, disclosure, or use of personal information gathered for the purpose of marketing, selling, or otherwise disclosing that information;
- Right to inspect a survey created by a third party before the survey is administered or distributed to your student.

### Parents/guardian have the responsibility to:

- Establish and maintain in the home a positive attitude toward education with appropriate expectations of student achievement;
- Make every effort to provide for the physical needs of the student;
- Ensure compliance with school attendance requirements and promptly report and explain absences and tardiness of which they have knowledge;
- Encourage and lead the student to develop proper study habits at home and provide an area in the home conducive to the student's reading and studying;
- Communicate regularly with the school concerning the student's conduct and progress, bringing to the attention of school authorities any learning problem or condition of which they have knowledge which could relate to their student's education;
- Schedule and participate in a parent-teacher conference to discuss the student's school progress and welfare as needed, but certainly when the student receives a failing grade in any academic subject or an unsatisfactory conduct grade;
- Discuss report cards and school assignments with the student;
- Ensure the student's attendance at school tutorials as required or as need arises;
- Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school;
- Keep themselves informed of school policies and academic requirements of school programs;

- Teach their student to pay attention and obey rules;
- Be legally liable for property damage caused by (a) the negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parents to exercise that responsibility, or (b) the willful or malicious conduct of their student;
- Participate in school-related organizations and activities including the parent training workshops for home reinforcement of study skills and specific curriculum objectives;
- Ensure that the student is attired in accordance with District and campus dress code at school and school-sponsored activities;
- Follow the procedures outlined in the *Student/Parent Handbook* for authorizing the dispensing of prescription and/or non-prescription drugs to students at school;
- Complete and deliver a release of information form if they do not wish to authorize the release of personal information to third parties, including release of student directory information;
- Report to the school office and follow all check-in procedures before proceeding to any other area of the school;
- Cooperate with principal(s), teachers, and staff;
- Become familiar with the *Code* and school rules set forth in the *Student/Parent Handbook*, as confirmed by their submission at the beginning of each school year by signing a statement that they have reviewed and understand the *Student/Parent Handbook*, and have become familiar with classroom discipline plans communicated by the student's teachers.

### Rights and Responsibilities of Teachers

The classroom teacher is the key figure in organizing, facilitating, and expediting the process of learning. The teacher makes instructional decisions which should increase the probability of student learning. This role carries with it certain rights and responsibilities in order to provide effective instruction. Throughout the *Plan*, "teacher" includes all certified instructional personnel and support staff.

#### Teachers have the right to:

- Teach in an environment conducive to effective instruction;
- Expect instructional resources to support the curriculum;
- Select methods to teach those elements of the curriculum area they are assigned in ways that effectively meet the intellectual, emotional, and social needs of the students;



- Expect support from the principal in maintaining positive learning environment and in helping students achieve the instructional goals of the classroom;
- Be notified by parents of any concerns or conditions that may affect the learning of the student;
- Expect the respect of parents and students;
- Expect students' cooperation, attentiveness in class, and completion of assigned academic work;
- Be notified by parents of any concerns or complaints that they may have concerning classroom conditions, rules, or instructions;
- Receive fair and unbiased evaluations by certified appraisers;
- Direct student activities in order to maintain an environment conducive to effective instruction;
- Develop, implement, and maintain an effective classroom management plan;
- Be assured of all legal rights recognized by state and federal statutes.

#### **Teachers have the responsibility to:**

- Prepare and implement daily lesson plans with objectives appropriate to an effective instructional program for all students;
  - Exhibit an attitude of respect, free from bias or prejudice, for all students and parents;
  - Teach the curriculum required by the District and the State to meet or exceed the standards of performance required by the District;
  - Refine and update content and materials for the assigned subject area/grade;
  - Keep abreast of current research in the learning process and characteristics of learners;
  - Be prepared daily to perform instructional duties effectively demonstrating appropriate preparation, assignments, and resource materials;
  - Develop and implement a consistent and effective classroom discipline plan in compliance with District procedures, policies, and the *Plan*, and to inform principals, students, and parents of the content of that classroom plan. The discipline management plan for the classroom should be built on the following principles:
    - \* The dignity of the student should be preserved in the process;
- \* A positive classroom climate which promotes academic/personal growth is based on mutual respect and trust;
  - \* Misbehavior should be addressed immediately, consistently, and fairly;
  - \* Private correction is preferable to public correction;
  - \* Responses to misbehavior should be immediate, but should not unduly disrupt instruction;
  - \* Disciplinary methods should promote a consistent, positive learning climate, including rules, consequences, and procedures for positive reinforcement;
  - \* Each teacher will develop a range of alternatives, including contact with the parents, that he/she will use when responding to misbehavior (see *SB/SD Discipline Referral Sheet*).
- Contact parents regarding any learning or discipline problems concerning the student and encourage parent communication with the school, including participation in parent-teacher conferences;
  - Notify parents of the student's progress and any significant changes in achievement and/or behavior;
  - Keep the principal informed of any recurring or serious discipline problems in the classroom or on the campus;
  - Assist in implementation of the plan on the campus, including initiating appropriate disciplinary procedures with students who are on campus and appear to be violating the *Code* or campus rules;
  - Maintain confidentiality and professionalism when dealing with student records and sensitive communications concerning the welfare of the student;
  - Serve as an appropriate role model for students in accordance with the standards of the teaching profession;
  - Develop procedures to provide positive reinforcement for appropriate student behavior;
  - Encourage good work habits and student self-discipline that will lead to the accomplishment of personal goals;
  - Relate to and respect students;
  - Contribute to appropriate and consistent discipline of students by being punctual and having regular attendance.

## Rights and Responsibilities of the Principal

The competent performance of the principal is essential in creating an environment where teachers can instruct effectively and students can learn. Throughout the *Plan*, “principal” includes all administrative personnel assigned to a campus. The principal has the following rights and responsibilities.

### The principal has the right to:

- Expect student, parent, and staff commitment to effective instruction for all students and to an educational environment conducive to the pursuit of that goal;
  - Establish campus rules and procedures in order to create an environment conducive to effective instruction and learning;
  - Require teachers to develop and implement effective classroom discipline management systems which are consistent with the District/campus plan including actions to handle minor disciplinary infractions and parental contact and involvement;
  - Expect parental involvement and support of school efforts to maintain a safe, effective learning environment;
  - Expect assistance from the District Administration when dealing with problems at the campus level;
  - Expect students to participate to the best of their abilities in the instructional program and contribute to a positive educational environment.
- Serve as an appropriate role model for the students on the campus in accordance with standards of the profession;
  - Provide effective instructional leadership;
  - Administer and provide leadership for discipline management and for the evaluation of the *Plan* and *Code*;
  - Encourage parent communication with the school, including participation in parent-teacher conferences to discuss student progress, or lack thereof, and student conduct or misconduct;
  - Endeavor to protect the rights of students, teachers, and parents;
  - Establish policies and procedures that provide positive reinforcement to students whose behavior is appropriate;
  - Develop and maintain a plan to provide for the safety and welfare of students, teachers, and staff;
  - Develop policies and procedures to ensure that parents are notified of their student's progress and any significant changes in his/her achievement and/or behavior;
  - Work diligently to establish and maintain a positive school climate which provides frequent, realistic opportunities for students, staff, and parents to participate in the identification and resolution of school-related concerns;
  - Promote a cooperative working relationship among students, parents, and staff;
  - Adhere to the procedures set forth in the *Plan*, *Code*, and campus/District policies;
  - Work diligently to ensure an effective instructional program for all students;
  - Develop and implement a campus system for discipline record-keeping and reporting procedures in compliance with the *Plan*, *Code*, and District policy.

### The principal has the responsibility to:

- Respond to discipline problems referred to the principal by teachers;
- Promote effective instruction and discipline of all students including appropriate assistance to students in learning mature self-discipline and positive suggestions for improvement of student behavior;
- Ensure that each teacher has a classroom management plan that is proactive and provides fair and impartial treatment of all students;

## Responsibilities of the District Administration

Throughout the *Plan* and *Code*, “District Administration” includes all administrative personnel and support staff whose duties include responsibility for District-wide programs.

### The District Administration has the responsibility to:

- Provide comprehensive, challenging, flexible curriculum and activities directed toward meeting the needs of all students and providing the resources necessary to implement those plans;
- Implement Board policies, rules, and regulations which facilitate the establishment and maintenance of an atmosphere conducive to effective, efficient quality instruction;
- Establish and maintain a positive organizational climate at the District level which provides frequent realistic opportunities for personnel, students, and parents to participate in the identification and resolution of District-related concerns;
- Provide training in effective, efficient instructional principles and strategies for principals and teachers.

### The Board has the responsibility to:

- Provide the necessary high quality leadership personnel, equipment, and materials to assure effective instruction and optimal educational opportunities for every student;
- Enact policies, rules, and regulations which will facilitate the establishment and maintenance of an atmosphere conducive to effective and efficient quality instruction;
- Monitor and verify that the Administration is effectively implementing and administering Board policy, rules, and regulations;
- Establish and maintain a positive educational climate that promotes effective and efficient quality instruction;
- Be accountable to the patrons of the District for its actions.



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## Amended Academic Calendar 2014-2015 (revised)

July							August							September						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	31	1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							11 - 13 New Teacher Orientation 14 & 22 Teacher Workdays 15, 18 - 21 Teacher Staff Development 25 Begin Grading Cycle							1 Holiday - Student/Staff						
October							November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1	30	1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
13 Holiday - Student/Staff 23 - 24 Elementary Early Dismissal - Parent Teacher Conference							26 - 28 Holiday - Student/Staff							17 - 19 Secondary Early Dismissal 19 Elementary Early Dismissal; End Grading Cycle 22 - 31 Holiday - Student/Staff						
January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				
1 - 2 Holiday - Student/Staff 5 Teacher Staff Development - Student Holiday 6 Begin Grading Cycle 19 Holiday - Student/Staff							16 Teacher Staff Development (Flex) - Student Holiday							16 - 20 Holiday - Student/Staff						
April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2	31	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
3 Holiday - Student/Staff							25 Holiday - Student/Staff 29 Seniors' Last Day of Instruction 30 Graduation							1 - 3 Secondary Early Dismissal 3 Elementary Early Dismissal; Last Day of Instruction 4 Teacher Workday / Bad Weather Day if needed 5 Teacher Workday / Bad Weather Day if needed 6 Teacher Workday if needed						



## Grading Periods

First Semester - 80 student days; 87 teacher days  
Second Semester - 98 student days; 101 teacher days

## 6 Weeks

Aug. 25 - Oct. 1: 27 days  
Oct. 2 - Nov. 7: 26 days  
Nov. 10 - Dec. 19: 27 days  
Jan. 6 - Feb. 20: 32 days  
Feb. 23 - Apr. 15: 32 days  
Apr. 16 - June 3: 34 days

## 9 Weeks

Aug. 25 - Oct. 21: 40 days  
Oct. 22 - Dec. 19: 40 days  
Jan. 6 - Mar. 13: 47 days  
Mar. 23 - June 3: 51 days

## Symbol Key

[	Begin Grading Cycle		New Teacher Orientation
]	End Grading Cycle		Teacher Workday - Student Holiday
○	Early Dismissal		Teacher Staff Development - Student Holiday
	Bad Weather Day		Holiday - Student/Staff