Spring Branch Independent School District

Student / Parent Handbook

2023-2024

SBISD CORE VALUES

The foundation of success, for our students and our school system, is rooted in our Core Values and these values define the **Spring Branch Way**.

Our five Core Values affirm who we are, what we stand for, how we treat each other, what we prioritize, and what guiding principles we live by as members of the Spring Branch ISD family. Our Core Values are easily remembered as **The Five C's**. They focus us on what matters most and provide a unified sense of purpose.

These essential, non-negotiable ideals and expectations define who we are as Spring Branch ISD, individually and collectively, when we are at our best.



Every Child

We put students at the heart of everything we do.

- **Every Child**. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education



Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger



Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best



Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential



Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

CORE CHARACTERISTICS OF A T-2-4 Ready Graduate

Our Core Characteristics of a T-2-4 Ready Graduate define the traits we commit to developing in Every Child.



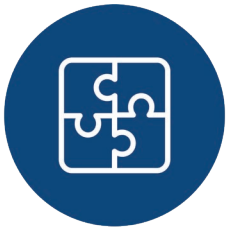
Academically Prepared

Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.



Empathetic & Self-aware

Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.



Resourceful Problem-solver

Every Child thinks critically and creatively and applies knowledge to find and solve problems.



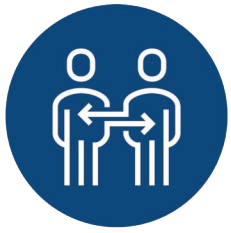
Ethical & Service-minded

Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.



Persistent & Adaptable

Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.



Communicator & Collaborator

Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

Dear Parents and Students:

Welcome to our school. We hope you will have a happy and successful year. This booklet has been prepared in order that students and parents can become better informed about our school policies and procedures. We call your attention to the inclusion of additional information regarding the *Student Code of Conduct* and individual school procedures. If you have questions about any of the material in this Handbook, please contact the school principal. The Student/Parent Handbook may be updated throughout the school year as Texas Education Agency regulations and district policies are updated in response to the implementation of laws from the 88th Legislative Session.

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.

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, Community Superintendent, or Associate Superintendent. This step should be taken only when steps 1 and 2 have not resolved the concern.

ELEMENTARY SCHOOLS

Buffalo Creek Elementary		7:20 A.M. – 2:35 P.M.	2801 Blalock, 77080	713-251-5300
Bunker Hill Elementary		7:50 A.M. – 3:05 P.M.	11950 Taylorcrest, 77024	713-251-5400
Cedar Brook Elementary		7:20 A.M. – 2:35 P.M.	2121 Ojeman, 77080	713-251-5500
Edgewood Elementary		7:20 A.M. – 2:35 P.M.	8757 Kempwood, 77080	713-251-5600
Frostwood Elementary		7:50 A.M. – 3:05 P.M.	12214 Memorial Dr., 77024	713-251-5700
Hollibrook Elementary		7:50 A.M. – 3:05 P.M.	3602 Hollister, 77080	713-251-5800
Housman Elementary		7:20 A.M. – 2:35 P.M.	6705 Housman, 77055	713-251-5900
Hunters Creek Elementary		7:50 A.M. – 3:05 P.M.	11339 Britoak, 77079	713-251-6000
Meadow Wood Elementary		7:50 A.M. – 3:05 P.M.	14230 Memorial Dr., 77079	713-251-6200
Memorial Drive Elementary		8:00 A.M. – 3:15 P.M.	11202 Smithdale, 77024	713-251-6300
Nottingham Elementary		7:50 A.M. – 3:05 P.M.	570 Nottingham Oaks, 77079	713-251-6400
Pine Shadows Elementary		7:20 A.M. – 2:35 P.M.	9900 Neuens, 77080	713-251-6500
Ridgecrest Elementary		7:50 A.M. – 3:05 P.M.	2015 Ridgecrest, 77055	713-251-6600
Rummel Creek Elementary		7:50 A.M. – 3:05 P.M.	625 Brittmoore, 77079	713-251-6700
Shadow Oaks Elementary		7:20 A.M. – 2:35 P.M.	1335 Shadowdale, 77043	713-251-6800
Sherwood Elementary		7:20 A.M. – 2:35 P.M.	1700 Sherwood Forest, 77043	713-251-6900
Spring Branch Elementary		7:20 A.M. – 2:35 P.M.	1700 Campbell Road, 77080	713-251-7000
Spring Branch Academic Institute		7:50 A.M. – 3:05 P.M.	8390 Westview, 77055	713-251-2219
Spring Shadows Elementary		7:20 A.M. – 2:35 P.M.	9725 Kempwood, 77080	713-251-7100
Terrace Elementary		7:20 A.M. – 2:35 P.M.	10400 Rothbury, 77043	713-251-7200
Thornwood Elementary		7:50 A.M. – 3:05 P.M.	14400 Fern, 77079	713-251-7300
Treasure Forest Elementary		7:20 A.M. – 2:35 P.M.	7635 Amelia Road, 77055	713-251-7400
Valley Oaks Elementary		7:20 A.M. – 2:35 P.M.	8390 Westview, 77055	713-251-7500
Westwood Elementary		7:50 A.M. – 3:05 P.M.	10595 Hammerly, 77043	713-251-2100
Wilchester Elementary		7:50 A.M. – 3:05 P.M.	13618 St. Mary's, 77079	713-251-7700
Woodview Elementary		7:55 A.M. – 3:10 P.M.	9749 Cedardale, 77055	713-251-7800
Bendwood	PK4:	7:25 A.M. – 2:40 P.M.	12750 Kimberley, 77024	713-251-5200
Bear Blvd. School	PK3: A.M.	7:15 A.M. – 10:20 A.M.	8860 Westview, 77055	713-251-7900
	PK3: P.M.	11:15 A.M.– 2:30 P.M.		
	PK4	7:15 A.M. – 2:30 P.M.		
Lion Lane School	PK3: A.M.	7:15 A.M. – 10:20 A.M.	2210 Ridgecrest, 77055	713-251-6100
	PK3: P.M.	11:15 A.M.– 2:30 P.M.		
	PK4	7:15 A.M. – 2:30 P.M.		
Panda Path School	PK3: A.M.	7:15 A.M. – 10:20 A.M.	8575 Pitner, 77080	713-251-8000
	PK3: P.M.	11:15 A.M.– 2:30 P.M.		
	PK4	7:15 A.M. – 2:30 P.M.		
Tiger Trail School	PK3: A.M.	7:15 A.M. – 10:20 A.M.	10406 Tiger Trail, 77043	713-251-8100
	PK3: P.M.	11:15 A.M.– 2:30 P.M.		
	PK4	7:15 A.M. – 2:30 P.M.		
Wildcat Way School	PK3: A.M.	7:15 A.M. – 10:20 A.M.	12754 Kimberley, 77024	713-251-8200
	PK3: P.M.	11:15 A.M.– 2:30 P.M.		
	PK4	7:15 A.M. – 2:30 P.M.		

MIDDLE SCHOOLS

Cornerstone Academy	7:55 A.M. – 3:30 P.M.	9016 Westview, Bldg. C 77055	713-251-1600
KIPP Courage @ Landrum MS	7:45 A.M. – 4:00 P.M.	2200 Ridgecrest 77055	713-251-3800
Landrum Middle School	8:15 A.M. – 4:00 P.M.	2200 Ridgecrest 77055	713-251-3700
Memorial Middle School	8:35 A.M. – 4:00 P.M.	12550 Vindon 77024	713-251-3900
Northbrook Middle School	8:15 A.M. – 4:00 P.M.	3030 Rosefield 77080	713-251-4100
Spring Branch Academic Institute	8:35 A.M. – 4:00 P.M.	14555 Fern 77079	713-251-3400
Spring Branch Middle School	8:35 A.M. – 4:00 P.M.	1000 Piney Point 77024	713-251-4400
Spring Forest Middle School	8:35 A.M. – 4:00 P.M.	14240 Memorial 77079	713-251-4600
Spring Oaks Middle School	8:35 A.M. – 4:00 P.M.	2150 Shadowdale 77043	713-251-4800
Spring Woods Middle School	8:35 A.M. – 4:00 P.M.	9810 Neuens 77080	713-251-5000
Westchester Academy for International Studies	8:00 A.M. – 3:30 P.M.	901 Yorkchester 77079	713-251-1800
YES Prep @ Northbrook MS	8:15 A.M. – 4:00 P.M.	3030 Rosefield 77080	713-251-4200

HIGH SCHOOLS

Memorial High School	7:35 A.M. – 3:00 P.M.	935 Echo Lane 77024	713-251-2500
Northbrook High School	7:35 A.M. – 3:00 P.M.	#1 Raider Circle 77080	713-251-2800
Spring Woods High School	7:35 A.M. – 3:00 P.M.	#1 Tiger Trail 77080	713-251-3100
Stratford High School	7:35 A.M. – 3:00 P.M.	14555 Fern 77079	713-251-3400
Academy of Choice	7:55 A.M. – 3:30 P.M.	9016 Westview, Bldg. A 77055	713-251-1500
Westchester Academy for International Studies	8:00 A.M. – 3:30 P.M.	901 Yorkchester 77079	713-251-1800
YES Prep @ Northbrook HS	7:35 A.M. – 3:00 P.M.	#1 Raider Circle 77080	713-251-2800
The Guthrie Center for Excellence	7:35 A.M. – 3:00 P.M.	10660 Hammerly 77043	713-251-1300
Disciplinary Alternative Educational Program (DAEP)	7:35 A.M. – 3:00 P.M.	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
SBISD Police Department	9009 Ruland 77055	713-984-9805
SBISD Technology Help Desk	10670 Hammerly 77043	713-251-8324
SBISD Transportation Department	1066 Gessner 77055	713-251-1060

Spring Branch Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. ***Board Policies FB and FFH***

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.

General Information, Procedures, and Services

and

Academic Information

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GENERAL INFORMATION, PROCEDURES, AND SERVICES

H) Home

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. No other inappropriate behavior as defined in the *Student Code of Conduct*.

Teacher and Staff Professional Qualifications

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

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.

Excessive absences are defined as having been in attendance for less than 90% of the days a class or course is offered. A student with excessive absences at any time during the semester may be assigned an academic support plan to ensure appropriate progress in classes. The student's plan shall be developed by the campus administrator with input from the student's teachers.

Failure of a student to satisfy an assigned academic support plan can result in credit and/or final grade being withheld for the class or courses until the student meets the plan requirements. More information can be found in **Board Policy FEC (LOCAL)**.

Enrollment Requirements

Residence

The schools require verification of residence in the 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.

Prekindergarten—3-Year-Olds

a. Be three years old on or before September 1 of the current scholastic year.

b. To be eligible to attend children must meet one of the following Texas Education Agency criteria:
   * Limited proficiency in English
   * Economically disadvantaged (eligible for free or reduced lunch program)
   * Homeless
   * Military family
   * Foster care

c. Parents are responsible for student transportation to and from school. There will be no bus service provided for this program. Prompt pick-up at dismissal is a requirement for program participation.

Due to the nature of this program, enrollment options may be limited.

Prekindergarten—4-Year-Olds

a. Be four years old on or before September 1 of the current scholastic year.

b. To determine state funding the parent/guardian must answer questions about the student's ability to speak and comprehend English, as well as about the family's income level.

c. Parents should assume responsibility for the supervision of their children prior to being picked up by the bus and after the bus has returned.

Kindergarten/Grade 1

a. Be five years old on or before September 1 of the current scholastic year to be eligible for kindergarten.

b. Be six years old on or before September 1 of the current scholastic year to be eligible for grade 1.

c. A child who is not legally eligible to enter grade 1 may be assigned to grade 1 before age six. Such assignments are the decision of the District, with the consent of the child's parent or guardian.

Other Grades

New students coming into the district after grade 1 shall be placed initially at grade level reached elsewhere, pending observations and test results administered by appropriate District personnel.

Immunization Requirements

Immunization requirements are set by the Texas Department of State Health Services (DSHS) and are subject to change on an annual basis. Immunization information is provided on the SBISD **Back to School** website. For further information, see **Board Policy FFAB (LEGAL)** and the DSHS website: **Texas School & Child Care Facility Immunization Requirements.]**

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.

Custody Issues

When custody issues arise, SBISD will follow court orders in the most current legal documentation provided to the campus administration.

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.***

Students Who Are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact the District's Liaison for Homeless Children and Youths, Lawanda Coffee, 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, Tyra Walker, at 713-251-2218.

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.

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.

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 may not be renewed if the student is not performing satisfactorily in the areas of academics, behavior, and attendance (including tardies). A $50 non-refundable fee is required for out-of-district non-employee residents. The fee must be paid within 5 days of submitting the application.

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. This applies to all eligible District employees requesting the same. **In the event that the requested school exceeds its enrollment capacity, the transfer request will not be accepted.**

Students transferring from one 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 information may be obtained from the District website. Questions should be directed to the building principal. **All transfer requests must be completed by the date established annually by the District.** Transfers may not be revoked mid-year. However, students attending any SBISD schools under an employee transfer may have their transfer status revoked during the school year when the parent is no longer employed with the district. Approved transfers are authorized for one scholastic year and may be subject to non-renewal at the end of the scholastic year depending on space availability and/or if the student's performance in the areas of academics, attendance, and behavior is unsatisfactory.

In accordance with **Board Policies FDA** and **FDB**, a student transfer will not be approved if the student is not performing satisfactorily in the areas of academics, behavior, and attendance (including tardies).

Transportation: SBISD does not provide bus transportation for transfer students.

Safety Transfers / Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by *Education Code 37.0832*. Transportation is not provided for a transfer to another campus. Contact the Office of Administration for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the Board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See *Bullying* on pages H-23, H-39, H-68, and **Board Policies FDB** and **FFI**.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. **Board Policy FDE**
- Request the transfer of your child to [another district campus OR a neighboring district] if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with **Board Policy FDE**.

Attendance Regulations

SBISD emphasizes that attendance is a key in the enhancement of student achievement. Parents, by law, are accountable for their child's attendance. Once enrolled in prekindergarten or kindergarten, a child shall attend school. Students must be present **90% of the year** to be promoted. Official attendance is taken daily. All students not present when roll is taken are counted absent. Students will be considered absent from class if they miss more than 15 minutes of the class period.

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 **19th** 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 for high school.
5. In accordance with **Board Policy FEA (LOCAL)** the District may initiate withdrawal of a student under the age of 19 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.

In accordance with **Board Policy FEC (LOCAL)**, excessive absences shall be defined as having been in attendance for less than 90% of the days a class or course is offered. A student with excessive absences at any time during the semester may be assigned an academic support plan to ensure appropriate progress in classes. The student's plan shall be developed by the campus administrator with input from the student's teachers. Failure of a student to satisfy an assigned academic support plan can result in credit and/or final grade being withheld for the class or courses until the student meets the plan requirements.

Absence Classifications

All absences, excused or unexcused, determine promotion. 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. If the student has an excessive number of excused absences, the principal may request a note from the doctor for all future absences.

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.
- **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 60th day before deployment or the 30th 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.
- **Approved college visitation** *(high school students)*

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 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 sent to the attendance office on the day of the student's return to school. **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.

Campus Communication (Absences)

We take the responsibility to encourage students to attend and participate in class by providing meaningful learning experiences. Any missed day reflects a missed learning opportunity. Regular attendance is critical to student success. Therefore, throughout the year, parents/guardians may receive letters from their child's campus related to absences.

Unexcused Absence Letters

Parents/guardians will receive a "First Warning Notice" letter when students have been absent three (3) days or parts of days without an excuse.

A "Second Warning Notice" is sent to parents/guardians once a student accumulates (6) unexcused absences in a six-month period.

A "Third Warning Notice" is sent to the parent/guardian when the student has accumulated (10) unexcused absences in a six-month period. In accordance with the Texas Compulsory Attendance law (TEC Section 25.085) the campus may then proceed with filing truancy charges.

Excessive Excused Absence Notifications

"Excessive Excused Notification" letters are sent to parents/guardians of students who have accumulated excused absences for 10 or more days or parts of days. These letters are sent as a reminder to parents/guardians of the coordinated efforts between the campus and home to ensure students meet the 90% attendance requirement required for promotion/credit. Parents/guardians are encouraged to communicate with the campus regarding specific issues related to student absences of this nature.

Student Tardies

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

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—*Secondary*

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.

Checking Out of School Early

Principals may establish a specific cutoff time before the dismissal bell that a student may be checked out early from school.

Elementary: Parents are required to notify the office when taking a student out of school early. **No student will be released from school except to a parent, guardian, or designee, as indicated on the Student Information Form.**

When taking a child out of school, the parent, guardian or designee is required to come to the office to sign the child out and specify the reason for early dismissal. Upon verification of proper identification, the child will be brought to the office.

Secondary: 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.

Checking Out from Clinic

The student, who is sent home by the school nurse from the clinic, must report to the office or the attendance office to sign out (with parent permission) before leaving campus.

Closed Campus Policy—*Secondary*

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.

Truancy

A student's absence from school or class without prior knowledge and approval of the parents, guardians, and 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.

Truancy Referral

School personnel will refer unexcused 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 or parts of 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 to discuss an Attendance Intervention Plan (AIP).

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 of a student/parent failure to complete an Attendance Intervention Plan (AIP). The Truancy Officer for the District is Officer Cindy Garcia: 713-251-4305.

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 Truancy Court.

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

- Forfeiture of an existing driver's license—*high school only*
- Unable to apply for a new first-time driver's license—*high school only*
- 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

Withdrawing from School

All parents wishing to withdraw their child from school should initiate the withdrawal procedure in the registrar's / attendance 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 / attendance office 24 hours in advance of withdrawal. In addition, Board Policy FEA (Local), Withdrawal for Non-Attendance: The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

School Safety and Security

SBISD strives to provide a safe and secure learning environment for students and staff.

- 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 are required and must be worn at all times for all District employees, elementary and secondary students.
- Closed circuit television systems maintained by the SBISD Police Department
- RAPTOR 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 review of campus safety plans of District campuses to identify and improve campus safety
- Campus safety drills for the Standard Response Protocols
- Houston Crime Stoppers Program (Hotline 713-222-TIPS)

Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children

The District has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at **Board Policy FFG (EXHIBIT)**.

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. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical 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. Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of his or her own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

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

Possible warning signs of sexual trafficking in children include changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude; sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology); tattoos or branding; refillable gift cards; frequent runaway episodes; multiple phones or social media accounts; provocative pictures posted online or stored on the phone; unexplained injuries; isolation from family, friends, and community; and older boyfriends or girlfriends.

Anyone who suspects that a child has been or may be abused, sex trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the 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 (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see Program Locator

Reports of abuse, trafficking, or neglect 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 Texas Abuse Hotline).

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

- Child Welfare Information Gateway Factsheet
- Kids Health, For Parents, Child Abuse
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

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.

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 Emergency Operations 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 the Standard Response Protocols 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.

Secure Condition

This procedure is used when there is a threat or hazard **outside** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal on the playground, Secure uses the security of the physical facility to act as protection:

- Protocol demands bringing any students that are outside into the building.
- All outside doors, windows, and classrooms are locked and signs are posted on the outside entrance/exit doors advising a Secure Condition has been activated.
- NO ONE WILL BE ALLOWED TO ENTER OR LEAVE THE BUILDING UNTIL AN *ALL CLEAR* IS GIVEN.
- Where possible, classroom activities would continue uninterrupted.
- 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 Secure Condition 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.

Lockdown Condition

The following Lockdown procedure is called when there is a threat or hazard **inside** the school building. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom security to protect students and staff from threat:

- All individual classroom doors or other access points will be locked, prohibiting anyone from leaving or entering the premises.
- Classroom lights will be turned off, all room occupants will move out of sight of the corridor windows, and occupants will maintain silence.
- No indication of occupancy should be revealed until first responders open the door.
- Students and teachers will remain in their classrooms until the *ALL CLEAR* signal is given.
- If students and staff are outside the building when a Lockdown is called, they will go to a predetermined location as it may not be safe to re-enter the school building.
- Parents and visitors who are not inside the building when the Lockdown is implemented will not be allowed to enter the building. They should move to a safe place away from the school building.
- There is no call to action to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is.
- Parents and visitors who are on campus at the time the Lockdown procedures are implemented will be directed to a pre-designated Lockdown area inside 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 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 go into effect.

Evacuate Condition

Evacuate is called when there is a need to move students from one location to another. If the command Evacuate is given it will be followed by a location to evacuate to:

- Once the command is given the classroom teacher is usually responsible for initiating an evacuation.
- In a police-led evacuation, students may be instructed to form a single file line and hold hands front and back. Or students and staff may be asked to put their hands on their heads while evacuating.
- Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.
- Parents and visitors who are on campus at the time the Evacuate will follow the directions of the school staff or first responders.
- If students are separated from their class during an evacuation, then joining an evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the evacuation site.

Shelter Condition

This procedure is used when the need for personal protection is necessary during severe weather conditions or other hazards 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 who are on campus at the time the Shelter Condition is given will follow the directions of the school staff or first responders.
- 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.

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 Remind App and the news media or the SBISD Notification System on the location of the reunification point and the process the parents will need to follow. Parents or individuals listed in Skyward as an emergency contact can pick up a student from the school or reunification point. Persons picking up a student must have a picture ID.

SBISD Notification System

The SBISD mass communication systems will provide specific information regarding school closings, emergency information, information hotline numbers, or other pertinent information regarding SBISD schools or events. The notification systems utilize home and cell phone numbers and email addresses provided by SBISD parents at the time of enrollment. Parents are encouraged to look for the latest updates on the SBISD website and on the official SBISD social media channels.

Safety Drills

Safety drills will be held monthly to ensure that the students are aware of safe practices in the event of fire or disaster. Secure Condition and Lockdown drills will be conducted at a minimum of twice each year.

Student Activities

Fundraising Activities

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

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 using the District Purchase Order and Accounts Payable processes. In order to avoid keeping money overnight in the building, individuals are to turn money in to the cash receipts clerk each day.

School fundraisers that include foods or beverages: *see* *School Nutrition Services*. For information on technology donations, *see* *Technology Services*.

Parties

Elementary: Schools may have two parties each year—Winter and Valentine. The SNS Director and Kitchen Manager must be notified by email of any parties that involve food at least two weeks prior to the date of the event.

Secondary: 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.

Student Activities—*Elementary*

Study Trips

A student must have permission in writing from his/her parent or guardian prior to leaving the campus for a school-sponsored trip. There may be times in which a parent will be required to attend the field trip with their child due to safety concerns.

Transportation

Participation in some of these activities may result in events that occur off-campus. When the District arranges transportation for these events, students are required to use the transportation provided by the District to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. An exception may be made if the student's parent or guardian personally requests that the student be allowed to ride with the parent or presents a written request to the principal or designee the day before the scheduled trip that the student be allowed to ride with an adult designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

[Also see *Student Transportation*.]

Student Activities—*Secondary*

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 curricular 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 prior to the beginning of the current school year. 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 accumulated credits that count toward state graduation requirements (5 after first year; 10 after second year or have earned at least 5 credits within the last 12 months that count toward state graduation requirements; 15 after third year or have earned at least 5 credits within the last 12 months that count toward state graduation requirements.

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 prior to the first day of the school year in summer school classes, in correspondence courses, or for passing credit by examination 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. Incomplete grades must be resolved per the Grading Expectations

An ineligible 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 cases of ineligibility 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 ineligibility if the course is an advanced course as defined by Texas Education Agency (TEA) and is a course identified on the Board-approved SBISD Course Exemption list.

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 student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, may perform with the ensemble during the UIL evaluation performance.

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.

Extracurricular 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 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. Parents of students requesting a campus transfer should visit with the district athletics department for more information.

Extracurricular 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. Eligibility resumes the day after release from ISS or DAEP.

Extracurricular Dress Code

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.

Extracurricular 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 9th grade—with exceptions made at the discretion of the building principal; and
- 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; and
- immediate dismissal for a "U" in conduct.

Extracurricular 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.

Administrative Approval of Extracurricular Activities

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.

Extracurricular 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 Extracurricular Practice and Performance

Practice

Students may not participate more than 8 hours per school week in any one extracurricular activity and no more than 20 hours a week in all extracurricular activities. The school week is defined as beginning at 12:01 a.m. on the first instructional day 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 at 12:01 a.m. on the first instructional day 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.

Extracurricular 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:

- Student participation may be based on grades, conduct, and attendance (including tardies).
- 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 non-transferable. All prom invitations must be acquired in advance.

Use of Building for Extracurricular Activities

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.

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 disciplinary action, 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.

School trips that are approved by the Board of Trustees are classified as "school-sponsored trips." The District's action to sponsor these trips is for academic sponsorship only and the District does not assume financial responsibility. School-sponsored trips shall remain privately funded. Public funds are not used to finance these trips nor are public funds used to reimburse private parties for these trips. Private entities may use a District-approved vendor for a private trip that is school-sponsored, but the District shall not participate in the funding of the trip. The District reserves the right to revoke its sponsorship of the trip as determined by the Board of Trustees. Because these are privately funded trips, the District cannot cancel the trip. If the District revokes sponsorship and a private party is unable to receive reimbursement for the trip, the District has no financial responsibility to the private party. The District has no involvement in student travel that is not school-sponsored.

Communication

News Media—Emergency Information

When the Superintendent determines that weather or civil emergencies require that schools be closed, the district will notify families via our mass-communication systems, updates to our website and the district's social media channels (Twitter, Instagram, Facebook). Local media, including television and radio stations and print media will be notified.

If conditions indicate that schools might be closed, students and families should monitor the district website and social media as well as local news media for updates and information.

School will always be in session unless specifically stated otherwise.

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 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. Secondary schools may publish a yearbook and a school newspaper through the journalism department during the year.

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.

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 non-district 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. **Board Policies FNAA (LOCAL), GKDA (LOCAL)**

Posters

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

Student Information

Accessing Student Records

Parents/Guardians may review their child's student records. [TEC §26.004, EF (LEGAL), FL (LOCAL)]. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Library checkout records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your child, and

Campuses may establish reasonable processes and hours for review.

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:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

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, picture, 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 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 or two weeks after enrollment.

Change of Transportation—*Elementary*

For the safety and protection of our students, transportation changes will not be taken over the phone. All transportation changes must be in writing and sent with your child in the morning to your child's teacher.

The note must include the date of the change; the child's name; the parent's name; and a phone contact, should there be any questions. A parent signature is required on the note.

Lost and Found

Each school maintains a lost and found service to aid students who misplace their belongings. Each campus will establish and communicate a plan to dispose of unclaimed items.

Participation in Third-Party Surveys

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

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

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

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. **Board Policy EF (LEGAL)**

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child. Parents can direct any concerns to their building principal. Additionally, you have a right to receive notice of and deny permission for your child's participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. **Board Policies EF and FFAA**

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

TEC 26.009 allows school personnel to utilize video/audio taping to record activities related to instruction, curricular or extracurricular activities, media coverage of the school, or safety purposes. If video/audio tapes are to be used for any other purpose, parental approval is required. Campus personnel and/or administrators 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—Secondary

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.

Release of Information to Military Recruiters—*Secondary*

The District is required by federal law to comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone listings, unless parents have advised the district, in writing, that the student information not be released to military recruiters or institutions of higher education without the parent's prior written consent.

Voter Registration—*Secondary*

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

Title IX

Sex Discrimination

Spring Branch ISD does not and, under Title IX, is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate on the basis of sex extends to admission of students in its educational programs or activities and employment. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator, the Assistant Secretary for Civil Rights of the Department of Education, or both.

Spring Branch ISD has designated and authorized the following employee to serve as its Title IX Coordinator to address concerns or questions regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment.

Name: Karen Heeth

Title: Associate Superintendent for Talent and Administration and Title IX Coordinator

Address: 955 Campbell Road, Houston, Texas, 77024

Phone Number: 713-464-1511

Email Address: TitleIX@springbranchisd.com

Nondiscrimination Statement

Spring Branch ISD does not discriminate on the basis of race, color, religion, sex, gender, national origin, disability, age, sexual orientation, genetic information, gender identity, or gender expression, or any other basis prohibited by law in providing education services, activities, and programs.

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

- *Title IX* Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Karen Heeth, Associate Superintendent for Talent/Administration, at 713-251-2346, at the Wayne F. Schaper, Sr. Leadership Center, 955 Campbell Road, Houston, Texas 77024.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: DeaAnne Baker, Director of Special Education; 713-251-1702; West Support Center, 2100 Shadowdale; Houston, Texas 77043.
- All other concerns regarding discrimination: see the Superintendent of Schools: Jennifer Blaine, Ed.D., at 713-251-2204, at the Wayne F. Schaper, Sr. Leadership Center, 955 Campbell Road, Houston, Texas 77024.

Family Education, Engagement and Empowerment (Family E3)

Both experience and research tell us that a child achieves best when there is good communication and a strong partnership between home and school. We believe families and schools are equal partners in student success. Each plays a critical role as a champion for Every Child's success.

Family Education, Engagement and Empowerment (Family E3) is SBISD's framework to ensure a sustained, strategic emphasis on families as partners in supporting the academic and social-emotional growth and development of Every Child. Learn more at **FAMILY E3**.

Because we believe in the power of families as learners, partners and advocates, we expect families to:

1) Support your child's academic and social-emotional growth both inside and outside of school
   - Encourage your child to put a high priority on education and work with your child on a daily basis to make the most of the educational opportunities the school provides.
   - Become familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
   - Review the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
   - Be aware of the school's ongoing bullying and harassment prevention efforts and social-emotional supports.
2) Understand your child's grade level expectations
   - Ensure your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
3) Actively participate in parent, family and student programming hosted by the district and your child's school
4) Engage in timely two-way communication with teachers and staff
   - Monitor your child's academic progress and contact teachers as needed.
   - Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
   - Contact school officials if you are concerned with your child's emotional or mental well-being.

5) Serve as a leader and/or volunteer at the campus and/or district level, for example:
   - Become a school volunteer. [For further information, see **Board Policy GKG.**]
   - Participate in campus parent organizations such as PTA, PTO, PTSA, booster clubs etc. For further information, please contact your school.
   - Serve as a parent representative on the district-level or campus-level planning committees (DIT, CIT), assisting in the development of educational goals and plans to improve student achievement. [For further information, see **Board Policies BQA** and **BQB**.]
   - Serve on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See **Board Policies BDF, EHAA,** and **FFA**.]
   - Serve on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
   - Attend board meetings to learn more about district operations. [See **Board Policies BE** and **BED** for more information.]
6) Ensure your child's campus has your current contact information
7) Be an advocate for your child
   - Discuss with the school counselor or principal any questions you may have about the options and opportunities available to your child.
8) Provide meaningful feedback through surveys, evaluations, and focus groups

SBISD Translation Policy

The SBISD Translation Policy* sets forth district and campus expectations to ensure all SBISD families, including non-English speakers, are provided proper translation and interpretation services, so they may be engaged participants in their children's education. Access the policy **here.**

*This policy aligns with requirements of the Every Student Succeeds Act (ESSA)

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.

Prayer

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

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 distractive dress detracts from the learning atmosphere and is considered inappropriate. The following rules have been established and adopted by the District to create the most beneficial environment for the student.

Dress Code—*Elementary*

The following guidelines for dress code have been adopted by the District:

- Clothing should be neat and clean.
- Shoes or sandals must be worn. All students in grades PK–5 are required to wear tennis shoes for participation in health fitness classes. All other shoes, regardless of rubber soles or leather tops (saddle oxfords, deck shoes, top-siders, etc.), are not considered safe for health fitness activities.
- Shoes with built-in wheels are not permitted.
- The District prohibits any clothing or grooming that, in the principal's judgment, may cause disruption of or interference with normal school operations.
- Clothing may not be worn if it displays (written or pictured) obscene and distasteful slogans or advertises tobacco, alcoholic beverages, drugs, or "gang insignias."
- Pants **must** be worn above the hip bone with a belt, if needed.
- Hats, caps, hairnets, bandanas, trench coats, dusters, hoodies worn over the head, and colored beads may not be worn at school.
- Costumes and/or accessories worn on school campuses (with the exception of the costumes worn by the student or staff member designated by the campus as the school mascot and/or school-wide events approved by campus administration) are prohibited as they are considered unsafe and tend to distract and/or disrupt normal school operations. Costume is defined as non-uniform attire and attire that is designed to emulate a person and/or being other than the student. Costumes shall only be permitted with principal approval and for the purpose of a school-related activity.

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

Dress Code—*Secondary*

Note: Campuses may include additional criteria.

- Hats, caps, hairnets, bandanas, trench coats, dusters, and hoodies worn over the head 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.
- 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.
- Costumes and/or accessories worn on school campuses (with the exception of the costumes worn by the student or staff member designated by the campus as the school mascot) are prohibited as they are considered unsafe and tend to distract and/or disrupt normal school operations.
- 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

- No facial hair is allowed 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.
- 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.

Safe and Drug-Free Schools and Communities Act

Compliance with federal requirements 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;
- 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.

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 marijuana-like substances are Class A or B misdemeanors.

Tobacco and E-Cigarettes Prohibited (Students and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, vaping, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the *Student Code of Conduct* and **Board Policies FNCD** and **GKA**.]

Right to Know Information

A Product Safety website is available in each administrative office on every campus in SBISD. The Product Safety website 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 Safety Data Sheet (SDS) information. Any question or concern may be directed to the Associate Superintendent of 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 Bujar Zakuti, the District's designated asbestos coordinator, at 713-251-1031.

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 David Hughes, 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, and state. In the event your check is returned for non-payment, the District will use a third party to collect the face value of the check along with a state-allowed recovery fee. In the event your check is returned for non-payment, checks may no longer be an acceptable form of payment.

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 may be waived. Such student and his/her parent/guardian must present evidence of their inability to pay to the building 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.

School Nutrition Services

School Nutrition

School Nutrition Services maintains a website that contains menus, nutritional information, and much more information at https://www.springbranchisd.com/about/departments/finance/school-nutrition-services.

Please reference our website for the most up-to-date information.

Spring Branch ISD participates in the School Breakfast and National School Lunch programs on every campus, (except the Guthrie Center and Ag Barn), as well as offering daily a la carte options. Families wishing to receive Free and Reduced Price meal benefits must apply for them by completing an application. Qualifications for these benefits are available based on federally provided formulas based on financial need. Additionally, Spring Branch ISD operates the Community Eligibility Program (CEP) at several campuses. While families at participating CEP campuses do not have to submit Free and Reduced Price meal applications, in order to ensure the full benefits available to the school and the students, an Income Survey should be completed. Both program applications and Income Surveys will be distributed to all students at their enrolled campuses during the opening weeks of school. These applications are also available online at the SNS website. Families must re-apply each year for meal benefits.

The method of identification at each point-of-sale location will vary between using a District issued identification badge/card or verbal identification depending on the school. However, at all times, the District issued identification number provided to each student upon enrollment may be provided verbally by the student. To speed service through the serving line, students are encouraged to make prepayments for meals daily, weekly, or monthly. Prepayments can be made on-site with the cafeteria cashier or can be made online using School Café: https://www.schoolcafe.com/. For the ease of our families, School Café also has an app that can be downloaded for any Apple or Android mobile device where you can see historical purchases, menus and nutritional information. Students over the age of 13 also have the ability to download and use the app during service for its identification badge/card feature. If you wish to pay via personal check and have multiple students enrolled, please send separate checks for each student and include your student's ID number and your local address on the check. If you have questions, please contact the SNS Office at 713-251-1150.

Menus are posted online and can be found on the SNS website or via the SchoolCafe app. While we make every effort to serve the published menus, please remember that menus are *always* subject to change at any time. We apologize in advance for any issues this may cause. Meal prices for both students and staff are regulated by federal law and posted on the SNS website as well. Students who take 3, 4, or 5 food components for lunch, or 3 or more food items for breakfast will pay the meal price. The goal of School Nutrition is to educate the students on healthy food choices and portion sizes. Therefore, for lunch, all students, at any grade level, must select at least 3 of 5 food components AND one of the choices selected must be at least a ½ cup serving of fruit or vegetable. Breakfast meals must consist of at least 4 of the above components and students must select at least three food items. Serving times vary according to location, so please check your school's website for details. Some schools allow outside meals but only if delivered by a parent/guardian or previously ordered and paid for—please check with your school leadership for more details. Unsolicited commercial delivery of meals is always prohibited at all locations.

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. The district's nutrition guidelines are to ensure all foods and beverages sold or marketed to students during the school day adhere to all federal regulations and guidelines, and are designed to promote student health and reduce childhood obesity. Per federal law, SBISD will prohibit the sale of non-juice, carbonated beverages that contain natural or artificial sweeteners (i.e. soft drinks) during the school day. **Board Policies CO and FFA**.

Charge Policy

Students will be allowed to charge up to $20 to their accounts to accommodate special circumstances where money is not available to pay for a meal. All charges are the responsibility of the student and should be paid in full by the end of the school year. No charging will be allowed for a la carte items nor will a la carte sales be permitted if the student has a negative account balance. If you would like a refund for money prepaid to a student's account, you may request a refund from any Cafeteria Manager at any campus or you can send an email request to: sns@springbranchisd.com. Please include the student's name and/or student ID number, the name of the person entitled to receive the refund (parent or guardian), and the address where you would like the refund to be mailed. Refunds take approximately 2-3 weeks for processing. For questions, please contact School Nutrition Services, 713-251-1150 or 1031 Witte Rd., Bldg. T2A, Houston, TX 77055.

"Smart Snacks"

The Healthy, Hunger-Free Kids 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 SNS Office for the most up-to-date information, but another good source is the USDA Food and Nutrition Service (FNS) website at http://www.fns.usda.gov/ . Currently, federal regulations continue to prohibit deep-fat frying and most carbonated beverages/soda.

Regulations recommend that any activities that involve food (fundraising, etc.) occur outside the normal school day so that they do not replace a nutritious breakfast or lunch. Currently, regulations still allow birthday parties or other celebrations that use food to continue, but require that they occur outside the normal serving times for meals. Any birthday parties or other celebrations should be planned in coordination with each campus principal so as not to interfere with learning activities.

Be aware that these regulations include 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. The rules change frequently, so please contact the SNS Office or the USDA FNS website for additional details.

Foods or Beverages with Logos that are Prohibited

Bringing any item, foods or beverages with logos, images, offensive words or any other print that is not school appropriate are prohibited on campus, district events and activities. This includes but is not limited to logos and company names of beers, alcohol, vaping and drugs. Bringing these items to school may result in disciplinary action.

Outside Fundraising

Generally, students are not allowed to bring items such as candy, cookies, or other treats to be sold as part of a fundraiser sponsored by a non-school organization at school during the day. However, each school may hold fundraising activities that offer non-compliant products up to 6 times per school year. Please contact the SNS office for additional guidance. Regulations do allow for unlimited fundraising to occur if the foods sold meet the "Smart Snack" regulations. Again, please see the USDA FNS website or contact the School Nutrition Offices for the most current details. SNS requests campuses to notify the School Nutrition Offices when the campus has selected a tentative date for fundraising activities during the school day.

Closed Campus—*Secondary*

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.

Policies and Procedures that Promote Student Physical and Mental Health—*All Grade Levels*

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at pol.tasb.org/Home/Index/599

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Counseling: FFEA
- Mental Health: FFEB
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

Parents and students in need of assistance with physical and mental health concerns may contact their campus nurse or counselor for assistance. Other supports can be found at the Harris County Public Health Department. https://publichealth.harriscountytx.gov/

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.

Medications

Parents/guardians are responsible for the safe transport and delivery of ALL medications to the school clinic. These medications must be registered with the health services staff and must be kept in the clinic. Prescription medication must be provided by the parent/guardian, in the original container, appropriately labeled with complete dosing instruction from a recognized pharmacy or physician. Prescription medication may only be administered when a signed written request with complete dosing instructions has been received from a licensed health care provider, licensed to practice in the United States, **AND** the parent/guardian.

IN ADDITION, the parent/guardian MUST bring any Controlled Substance to the clinic and the medication MUST be counted with the nurse or unlicensed designee.

Non-prescription medication may be administered when a signed written request with dosing instructions has been received from the parent/guardian, and the medication is in the original container with the original label.

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, the parent/guardian will be asked to pick up any unused portion of the student's medication. Any medication not claimed will be destroyed.

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/guardian and a licensed health-care provider. The student must also demonstrate to his or her 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.
2. In accordance with a student's Individualized Healthcare Plan (IHP) for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse for more information.

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.

Guidelines for Keeping Sick Students Home from School

A student who is unable to participate in school in a meaningful way because of illness should be kept home to rest and recover until symptoms resolve. Keeping a sick student home also protects other students and school staff from contracting an illness that can be spread from person to person.

- Fever: A student must remain home with a fever of 100° F and may only return after he/she has been fever-free for 24 hours without fever-reducing medication such as Tylenol or Motrin.
- Diarrhea/Vomiting: A student with diarrhea and/or vomiting must stay home and may return to school only after being symptom-free for 24 hours.

- Conjunctivitis (Pink Eye): Following a diagnosis of pink eye, a student may return to school 24 hours after the first dose of prescribed medication has been administered.
- Rashes: Common infectious diseases with rashes are most contagious in the early stages. A student with a suspicious rash must stay at home and may return to school only after a healthcare provider has made a diagnosis and authorizes the student's return to school, in writing, or symptoms have completely resolved.

If you take your student to a healthcare provider for an evaluation of illness or injury, please be sure to request a letter stating when your student may return to school and any accommodations required upon his/her return.

SBISD school nurses will exclude students with symptoms of a communicable illness from attending school. The school district and parents are in partnership to keep our community healthy, and together they can prevent outbreaks of contagious diseases.

Mandated Health Screening

Vision and Hearing Screening

The Texas Department of State Health Services (DSHS) Vision and Hearing Screening Program is authorized by Texas Health and Safety Code, Chapter 36. This program requires screening of individuals who attend public or private preschools or schools to detect vision or hearing abnormalities. Vision and Hearing screenings must be done for any student who is 4 years old on September 1st, Kindergarten students, any student new to SBISD within 120 days of admission, and all 1st, 3rd, 5th, and 7th grade students.

Type 2 Diabetes Screening

The Texas Risk Assessment for Type 2 Diabetes in Children is a legislatively-mandated program developed, coordinated, and administrated by the University of Texas Rio Grande Valley Border Health Office (BHO). The program assesses children who may be at high risk of developing Type 2 Diabetes. The Texas Risk Assessment for Type 2 Diabetes (Acanthosis Nigricans) must be done for all students in 1st, 3rd, 5th, and 7th grades any time within the school year (preferably within the first semester).

An individual required to be screened shall comply with the requirements according to SBISD's screening schedule. The parent/guardian may substitute professional examinations for the screening if the results are received by the school nurse prior to set screening dates.

Spinal Screening

The Texas Department of State Health Services (DSHS) Spinal Screening Program is authorized by Texas Health and Safety Code, Chapter 37. The Texas Legislature established the program to detect abnormal spinal curvature in students. Each SBISD campus will screen students during a screening window set by the campus. In addition to this notice, campuses may send additional notice to parents of the upcoming screening prior to the window.

The procedure for screening is a simple one in which the student's back is examined in a standing and forward bending position. Trained screeners will look at your child's back while he/she stands and then bends forward. For this examination, boys and girls will be seen separately and individually.

All students must remove their shirt for this exam. For this reason, we request that girls wear an undergarment under their shirt on the exam day. If a girl forgets to wear appropriate undergarments, she will be asked to lift (and not remove) her shirt. If any abnormal curve is suspected, parents will be notified of the results for the screening only if professional follow-up is necessary.

All students shall undergo screening for abnormal spinal curvature in accordance with the following schedule:

- Girls will be screened two times, once in Grade 5 and again in Grade 7.
- Boys will be screened one time in Grade 8.

Documentation may be provided to the school that spinal screening has been, or will be, performed in a medical home or that it is being declined based on religious tenets. Documentation includes an affidavit from a licensed professional or the parent, guardian, or managing conservator as described below:

1. Documentation from a licensed professional that the individual is actively under medical care for one or more spinal problems; or
2. A signed form from the parent, guardian, or managing conservator that screening for abnormal spinal curvature was, or will be, performed during a professional examination; or

3. A signed form from the parent, legal guardian, or managing conservator in lieu of the screening record(s) stating the screening conflicts with the tenets and practices of a church or religious denomination of which the affiant is an adherent or member.

Head Lice (Pediculosis)

Head Lice (Pediculosis) can be a nuisance, but has 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 will inspect a student’s hair if the student exhibits symptoms of lice. If the school nurse finds live lice, the parent will be advised that treatment is indicated. A student who has been found to have an active case of live lice may attend school only after the treatment has eliminated all live lice. 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

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

What is meningitis?

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

What are the symptoms?

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Texas Department of State Health Services.

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

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. Parents must fill out a Student Diet Modification form signed by an authorized medical provider annually to have diet modifications made by School Nutrition Services.

Seizures

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

Coordinated School Health

The District School Health Advisory Council (DSHAC) creates recommendations that speak to the Whole School, Whole Community, Whole Child (WSCC) approach to health and learning. DSHAC duties include the following:

1. Review, obtain data, and make recommendations for the local wellness policy (FFA local) and measurement plans (FFA REGS);
2. Design, select, and/or implement a curriculum that addresses the mandated health topics and prevention of obesity, cardiovascular disease, Type II diabetes and tobacco use appropriate for specific grade levels; nutrition services, parental involvement; and instruction to prevent the use of tobacco and other mandated health topics;
3. Make recommendations for curriculum at appropriate grade levels and methods of instruction for human sexuality instruction; and

4. Promote strategies for integrating the curriculum components specified by item 2 above with the following elements in a coordinated school health program:
    a. Physical education and physical activity.
    b. Nutrition environment and services.
    c. Health education.
    d. Social and emotional climate.
    e. Physical environment.
    f. Health services.
    g. Counseling, psychological and social services.
    h. Employee wellness.
    i. Community involvement.
    j. Family engagement.
    k. School health services;
    l. Counseling and guidance services;
    m. A safe and healthy school environment; and
    n. School employee wellness.

DSHAC meets at least four times during the school year. The minutes to these meetings and meeting schedule for 2023 - 2024 are posted on the District webpage at DSHAC.

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*.

Parents/Guardians impeding bus transportation in any manner may lead to the suspension of bus privileges for their child.

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

- Students must be on time at designated bus stops 10 minutes before scheduled. Buses cannot wait for tardy students.
- Parents are responsible for supervision of the bus stop area prior to the arrival of the bus.
- Students in Prekindergarten and Kindergarten must be met at the bus by a parent or designee.
- Students must be able to enter and exit a bus without hesitation and without assistance, including emergency evacuations.
- 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 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 shall obey the driver's suggestions and help the driver to assure safety at all times.
- Students must not leave the bus without the driver's consent except at home or school. No unauthorized stops will be made.
- Students shall cross at least fifteen feet in front of the bus when crossing the road, never at the rear of the bus.
- Students will need to obtain a Rider Permit Form from the campus in situations when they need to ride a different bus or get off at another location.

- 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.
- Students are required to use and securely fasten three-point seat belts, when available, anytime the bus is in motion. Students are encouraged to use and securely fasten lap belts, when available, anytime the bus is in motion.
- Students must keep head, arms, and hands inside the bus.
- Students may sit three in a seat, filling back seats first, when conditions require it.
- Students must hold their musical instruments. The musical instruments may not be left in aisles, at front, or by the rear door.
- 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 the student for damages and may result in suspended bus riding privileges for the student.
- Students are not permitted to bring skateboards on school buses.
- Students are not permitted to bring live animals on school buses.
- Students must follow any other rules established by the operator of the bus.

Bus Transportation—Prekindergarten (4-year-olds) and Kindergarten

Although the safety of all students is of concern, a process has been developed to assist our very youngest students during bus drop-off. Parents of prekindergarten (4-year-olds) and kindergarten students are to display to the bus driver a campus-issued blue card verifying that they are authorized to pick up the child at the bus stop. Children who do not have a parent or parent designee with the appropriate blue card at drop-off location will be returned to the campus. Parents can designate an older sibling to have a blue card and take the younger sibling off the bus. Each day the parent or parent designee must bring the card to the stop to pick up their child. This will be especially helpful in the case of a substitute bus driver. The campus will provide the card for the parent at registration and again at the beginning of the school year.

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. All other motor vehicles must display a parking sticker in a visible area. All motor vehicles (including cars, motorcycles, etc.) are limited to parking in a designated parking lot. Parking stickers must be purchased by the student on his/her own initiative in the appropriate office. Areas of operation for motor vehicles are limited to the parking lot or clearly defined driveways. Motor vehicles are never permitted on any sidewalk. Middle School students are not allowed to drive.

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 Agreement for Responsible Use of the District's Technology Resources

Access and Guidelines

In Spring Branch ISD we are guided by strong character, ethics and integrity, assuming personal responsibility for our actions, treating others with kindness and mutual respect, and being trustworthy in all that we do.

You are being given access to the District-provided technology resources listed below.

- A District email account, including access to online document storage and collaboration space *(Google Apps for Education* and *Office 365). *Note: Elementary student emails are only allowed to correspond within the District.*
- District computer hardware, software, and printers on your school campus.
- District-filtered Internet access.
- Based on campus programs you may be given access to District-owned technology resources for use when away from school.

With this educational opportunity comes responsibility. It is important that you and your parents read the applicable District policies, administrative regulations, and agreement form and contact your campus principal if you have questions. Inappropriate use of the District's technology resources may result in revocation or suspension of the privilege to use these resources, as well as other disciplinary or legal action, in accordance with the *Student Code of Conduct* and applicable laws.

Access to technology resources including the Internet and email provide tools for supporting the Spring Branch curriculum. Technology can be used to personalize learning, build collaboration and provide access to research materials and information on current events. Although SBISD does provide filtering to block unacceptable content, students may find ways to access other materials. Parents do have the right to deny the use of technology resources by opting out on the SBISD Parent/Guardian/Student Acknowledgements: Technology Responsible Use Policy Form. This form is available during registration and online.

The following guidelines apply to all District networks, email accounts, devices connected to the District's networks, and all District-owned devices used on or off school property, whether connected to the District's network or connected through a personal data plan or other means of access.

District-Related Policies

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

Filtering

Please note that the Internet is a network of many types of communication and information networks. It is possible that students (or parents) may run across areas of adult content and some material might be found objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be the student's responsibility to follow the guidelines for responsible use.

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 technology resources.

Privacy

Network storage areas such as a student's file storage folder are the property of the school district. The Network administrator may review any storage area of the network to maintain system integrity and to ensure responsible use. Also, 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.

Copying/Downloading

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

Reporting Violations

- Students must immediately report any known violation of the District's applicable policies, Internet safety plan, or responsible use guidelines to their teacher or campus administrator.
- Students must report to their teacher or campus administrator any requests for personally identifiable information or contact from unknown individuals, as well as any content or communication that is abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

Rules for Responsible Use for District-Owned and Personal Technology Resources

- Students will be accountable for proper use and care of district-provided equipment (computers, devices, etc.). Equipment shall not be shared or defaced. Example: Personalized by applying stickers.
- When students are issued their own account and password, they must **NOT** share their account information with another person or try to use someone else's account.
- Students will understand that their school network and email accounts are owned by the District and are not private.
- When communicating through email, virtual setting, or other electronic means, students must use appropriate language and etiquette as they would when communicating face-to-face. Always be respectful and refrain from using profanity, vulgarities, or any other inappropriate language as determined by school administrators.
- Students must remember that people who receive email or other communication from them through their school account might think their message represents the school's point of view. Students will understand that they will be held responsible for how they represent themselves and their schools and District on the Internet.
- Students' communications with teachers and staff is to be at all times associated to their coursework and school-related programs. Exceptions may exist if the teacher/student has a previously-disclosed relation as authorized in writing by the parent.
- Technology resources are for instructional and educational purposes. Students will avoid using any technology resource in such a way that would disrupt the activities of other users.
- Students will not download or sign up for any online resource or application without prior approval from their teacher or other District administrator.
- Students will refrain from attempting to bypass, or circumvent, District security settings or Internet filters to interfere with the operations of the network or District services and software.
- Students under the age of 13 will not sign up for individual accounts but may use a District or classroom account, as applicable.
- Students will refrain from unauthorized use of, or access of files, software, or other resources owned by someone else. Students will use only their assigned login, files, network directories, etc. that are designated for their own use for the purpose designated by their teacher. Logging into a system as someone else is strictly prohibited.
- Students will 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 repository).
- Students will 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.
- Students will understand that District administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- Students will agree to abide by all Internet safety guidelines that are provided by the school and to complete all assignments related to Internet safety.
- Students will agree to save only school-related work and information to data storage folder(s) provided by the District.
- Students must always keep their personal information and the personal information of others private. This includes name, address, photographs, or any other personally identifiable or private information.
- Students will be held responsible at all times for the proper use of their account, and the District may suspend or revoke access if rules are violated.

Cyberbullying

Bullying in any form will not be tolerated in Spring Branch. Examples of cyberbullying include but are not limited to unkind text messages or emails, inappropriate and embarrassing photos, videos, etc. that may be shared with others via electronic means such as emails and text messages, posting on social networking apps, websites, etc.

Students are prohibited from possessing, sending, forwarding, posting, delivering, accessing, or displaying electronic messages or video that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, or in a virtual setting, whether the equipment used to send such messages is District-owned, borrowed or personally owned, if it results in a substantial disruption to the educational environment or infringes on the rights of another student at school.

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 a program that addresses the consequences of engaging in inappropriate behavior using technology.

Students sharing inappropriate photos and electronic communications with SBISD staff will be subjected to disciplinary actions outlined in the *Student Code of Conduct*. Staff members have an obligation to report any inappropriate communications they receive.

In addition, any student who engages in conduct that results in a breach of the District's network or device security will be disciplined in accordance with the *Student Code of Conduct*; and, in some cases, the consequence may rise to the level of expulsion.

The following are additional examples of inappropriate uses of technology resources that may result in loss of privileges or disciplinary action.

- Disrupting the educational process in the District.
- Using technology resources for any illegal purpose, including threatening school safety or the safety of anyone else.
- Accessing resources to knowingly alter, damage, circumvent, or delete District property or information, or to breach any other electronic equipment, network, or electronic communications system in violation of the law or District policy.
- Damaging electronic communication systems or electronic equipment, including but not limited to knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming compromised.
- Disabling or attempting to disable or bypass any Internet filtering device or software.
- Signing into someone else's account.
- Pretending to be someone else when posting, transmitting, or receiving messages.
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmittal, or receipt of electronic media.
- Using resources to engage in conduct that harasses or bullies others.
- Sending, posting, or possessing materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including material that constitutes cyberbullying and "sexting." Users who access such material are expected to discontinue the access as quickly as possible and to report the incident to a supervising teacher.
- Using inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language.
- Posting personal information about yourself OR others, such as addresses, phone numbers, photographs or videos without permission, or responding to requests for personally identifiable information or contact from unknown individuals.

- Making appointments to meet in person other people met online. If a request for such a meeting is received, it should be immediately reported to a teacher or administrator.
- Violating others' intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder.
- Wasting school resources through the improper use of the District's technology resources, including sending spam.
- Downloading unauthorized applications or software or gaining unauthorized access to restricted information or resources.
- Subscribing to inappropriate newsgroups.
- Using email for commercial, political, or advertising purposes.
- Accessing personal email accounts during the instructional periods.
- Using a device to take pictures, capture images or video in any locker room, bathroom or other areas in which students dress.
- Posting videos, photos, etc. of others to the Internet or social media tools without their approval.

District-issued Student Email Accounts

Students may be provided a District-issued email account at school. If your child has access to the Internet from home, then he/she will be able to access his/her email from home. Email accounts have been created for all SBISD students and used when an academic need is identified by a teacher. Email accounts for students in PK-5 are set for SBISD District correspondence only and students will not be able to use the account to email outside the District. The goal of student email will be to enrich the educational experience.

Email exchanges might include, but not be limited to, correspondence with field experts or mentors *(secondary only)*, students in other locations, classroom teachers (to submit questions or allow the teacher to send home assignments); subscribing to listserv *(secondary only)*; or transmitting class documents from home to school. 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 must use their SBISD accounts for all correspondence with teachers (not personal email).

Personal Telecommunications and Electronic Devices

In alignment with our Core Characteristics, Spring Branch ISD believes all students should have positive experiences and meaningful opportunities to collaborate, communicate, and engage with others. In addition, parents are responsible for ensuring their children handle and manage the usage of their personal telecommunication/electronic devices at all times. In an effort to ensure our students have positive experiences at school, it is necessary to provide District guidelines regarding the use of telecommunication/ electronic devices. The specific policy related to student use of telecommunication/ electronic devices can be found in Board Policy FNCE(LOCAL). General guidelines regarding student use of telecommunication/electronic devices can be found below. Refer to the *Student Code of Conduct* for information specific to the prohibited possession/use of telecommunications/electronic devices by students.

Personal telecommunication and electronic devices may include tablets, cell phones, smart watches (*or the equivalent*), ear buds, and the like that are not owned by the district. Telecommunications/electronic devices that are capable of one-way telecommunications shall be prohibited from all District campuses. One-way telecommunications shall be defined as the ability for a third-party to listen to a conversation where participants of the conversation have not consented to a "third-party listener." Any device capable of one-way telecommunications shall be prohibited even if the one-way telecommunications function is disabled. Listening in on a conversation where participants of a conversation have not consented to the third-party listener is considered interception of a communication and is a crime under *Texas Penal Code § 16.02(b)*.

Depending on the grade level of the student, if a device is brought on campus, in order to avoid disruptions to the educational environment, the expectations for settings on personal telecommunications/electronic devices while on school grounds include the following:

- All devices are to be set on "silent," "do not disturb" or the equivalent.
- All devices with the capability to "AirDrop®," or "Nearby Share," are to be set to "receiving off" or the equivalent.

- The use of “AirDropping®,” or comparable wireless, peer-to-peer file (including audio, video, pictures, etc.) sharing/transferring capability is strictly prohibited. Students violating this provision are subject to disciplinary consequences.

Students with devices that cause a disruption to the school environment may face disciplinary action in accordance with the Student Code of Conduct.

Student Possession/Use of Personal Telecommunications/Electronic Devices (Grades PK-5)

Students in grades PK-5 shall not use or have visual or audible telecommunications/ electronic devices during the minutes of the operational and instructional day (arrival through the dismissal bell). Refer to the *Student Code of Conduct* for information specific to the prohibited possession/use of telecommunications/electronic devices by students in grades PK-5.

- All telecommunications/electronic devices are to remain silenced (set to “*silent*”, “*do not disturb*”, *or the equivalent*) and in the students’ backpacks during the instructional day (arrival through the dismissal bell).

Students in grades PK-5 found in violation of the use of telecommunications/electronic devices may receive a consequence in accordance with the *Student Code of Conduct*.

Student Possession/Use of Personal Telecommunications/Electronic Devices (Grades 6-8)

Students in grades 6-8 shall not use or have visual or audible telecommunications/ electronic devices (e.g. smartphones, smart watches (or the equivalent), ear buds, etc.) during the minutes of the operational and instructional day (arrival through dismissal bell). Refer to the *Student Code of Conduct* for information specific to the prohibited possession/use of telecommunications/electronic devices by students in grades 6-8.

- All telecommunications/electronic devices are to remain silenced (set to “*silent*”, “*do not disturb*”, *or the equivalent*) and in the students’ backpacks during instructional times and passing periods.
- Personal telecommunications/electronic devices shall not be used to; take pictures, videos, audio recordings, “AirDrop®,” (or comparable wireless), peer-to-peer file (including audio, video, pictures, etc.) sharing/transferring, accessing social media, at any time during instructional times, unless authorized. All personal telecommunications devices shall be set so that incoming calls, text messages, and the like do not emit audible sound.

Students in grades 6-8 found in violation of the use of telecommunications/electronic devices may receive a consequence in accordance with the *Student Code of Conduct*.

Student Possession/Use of Personal Telecommunications/Electronic Devices (Grades 9-12)

Students in grades 9-12 shall follow the campus regulations regarding use of telecommunications/electronic devices (e.g. smartphones, smart watches (or the equivalent), ear buds, etc.) during the instructional day. Refer to the *Student Code of Conduct* for information specific to the use of telecommunications/electronic devices by students in grades 9-12.

- Telecommunications/electronic devices shall not be used to take pictures, videos, access social media, at any time during the school day or on school grounds, unless authorized by the classroom teacher for instructional purposes.
    - All personal telecommunications/electronic devices shall be set so that incoming calls, text messages, alerts, notifications, and the like do not impair the learning environment (i.e. make sound).

Students in grades 9-12 found to have violated campus regulations regarding the use of telecommunications/electronic devices may receive a consequence in accordance with the *Student Code of Conduct*.

Any time a telecommunications/electronic device is taken up as part of an investigation, if there are possible criminal charges, the telecommunications/electronic device will be turned over to the SBISD Police Department. If the investigation involves possible illicit pictures, the names and ages of the persons depicted will be attempted to be identified. If the individuals depicted are in fact minors, and the pictures do violate Penal Statutes, the District Attorney’s Office will be contacted and, if appropriate, criminal charges filed.

The telecommunications/electronic device will then remain in the custody of the Police Department and the Courts. Once a telecommunications/ electronic device has been confiscated by the SBISD Police department or any other law enforcement agency, that agency will determine whether or not the telecommunications/electronic device will be returned to the parents/guardian.

Disclaimer

These guidelines also apply to stand-alone computers as well as devices 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

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.

SBISD encourages parents to visit his/her child's classroom to see the quality instruction and learning. In order to provide a safe, positive, instructional learning environment for all children in the classroom, we ask parents to honor the following procedures in order to minimize interruptions to instruction.

- Parents must call or email the teacher to set up a time and date in advance. An administrator will also be notified of the time and date of the visit.
- The date cannot be on a local or state testing time or at a time that would cause a disruption to the instruction in the classroom.
- The length of visit will be determined by the principal. Classrooms are limited to one visitor at a time so instruction is not interrupted.
- Visitation opportunities are intended for parents and guardians. Outside tutors, consultants and other individuals representing families may not conduct student or classroom observations.
- A chair will be provided in an area of the room as not to cause a disruption to the learning in the classroom.
- The parent may not disrupt or visit with the student or teacher during instruction. This includes attempts by the parent to discipline his/her student while at school.
- The teacher cannot conference or visit with the parent at this time as that would interrupt instruction and the classroom routine.
- Should the parent have any questions or discussion from the visit, he/she is to call and set up an appointment for a conference with the teacher.
- Parents may observe virtual instruction while the parent's child is participating in virtual or remote learning to the same extent the parent would be entitled to observe in-person instruction of the child. {EF Local}
- Lunch visitors may be parents/guardians, non-school-aged siblings, grandparents (with written permission from a parent), and campus mentors. Visits will be limited to the 30-minute lunch period. Principals may designate a guest area for lunch visitors. Only an authorized lunch visitor and the student for whom the visitor is approved may sit in the guest area.
- When coming to school to visit with a teacher or administrator, please call ahead to arrange a time to meet. This will help to ensure the person you wish to see is available and will ensure that students receive the full attention of staff members.
- Visitors must return to the front office area, return their visitor passes, and exit through designated doorways upon completion of their visit to the campus.
- The principal is authorized to establish check-in and check-out procedures for assemblies and programs depending on the location and type of event. Visitors to any area of the building other than a special event, for which regular check-in procedures have been waived, must sign in and obtain a visitor's pass prior to proceeding to areas other than the special event area of the building.
- In the event of an emergency or emergency drill, all visitors are required to follow instructions from school officials regarding the campus emergency procedures and protocols.

Students may not visit another school campus during school hours without administrative approval. Failure to obtain approval is considered misconduct and may result in disciplinary action.

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.

ACADEMIC INFORMATION

SBISD Course Catalogs include information about academic programs, graduation requirements, and available courses.

Course Catalogs

SBISD Grading Expectations documents include information about a wide-range of topics including grading and grade reporting practices, grade point calculations, credits, make-up work, and dropping classes.

Grading Expectations

Parental review of instructional materials may occur upon request to the teacher. The campus may specify reasonable hours for such review [EF (LEGAL), EDUC § 26.008)].

Academic Programs and Services

Bilingual Education and ESL Programs

When a language other than English is indicated on the home language survey, the state requires the enrolling student to be assessed in a state- approved English language proficiency test for Emergent Bilingual identification purposes. In prekindergarten (ages 3 and 4) through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification are administered; and in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

The Language Proficiency Assessment Committee (LPAC) meets to recommend student placement in either a bilingual or an English as a Second Language (ESL) program for qualifying students. Written parent permission is required for a student to receive bilingual or ESL services.
The approval is considered valid until the student meets reclassification criteria and the parent approves exit from the program as described by law, graduates from high school, or the parent requests a change in program placement.

Bilingual Education Programs

SBISD offers two bilingual programs to meet the needs of students with limited English proficiency who qualify for bilingual instruction. SBISD's One-Way Dual Language program is designed for bilingual students in grades PK-5 whose first language is Spanish. The SBISD One-Way Dual Language program employs a collaborative learning environment and rigorous grade-level instruction to maintain and build upon students' first language strengths to support the acquisition of academic English language proficiency. Educational research indicates that dual language is one of the best ways for students to acquire cognitive academic language while becoming proficient in English.

SBISD also offers the Two-Way Dual Language (TWDL) Choice Program at three elementary schools: Cedar Brook, Pine Shadows, and Sherwood. This program is for students who are native Spanish speakers and qualify for the Spanish bilingual program and for native English speakers whose parents applied for their student to be a part of the TWDL program.

The Secondary TWDL Program is currently offered at Spring Forest Middle School, Spring Woods Middle School, Spring Woods High School, and Westchester Academy for International Studies. The Secondary TWDL Program offers AAC 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 both languages. 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.

English as a Second Language (ESL) Program

Elementary: When a district cannot provide instruction in the student's native language, students are placed in the ESL program. Teachers of students in the ESL program are certified and trained in recognizing and addressing language differences. Emergent Bilingual students (EBs) are grouped heterogeneously. The ESL program accelerates English language acquisition through the use of instructional strategies appropriate for the student's language proficiency level in all core content classes.

Teachers plan and deliver lessons that allow Emergent Bilingual students 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.

Teachers of ESL students teach the grade level appropriate Texas Essential Knowledge and Skills (TEKS) in each content area and incorporate the English Language Proficiency Standards (ELPS). All teachers of ELs may, when appropriate, adjust the pacing and methods of instruction.

Middle School: 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 Emergent Bilingual students (EBs) 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 reclassification criteria for the ESL program. All middle school EBs take English Language Arts with a teacher who is ESL-certified. Best practice guides content teachers to teach the Texas Essential Knowledge and Skills (TEKS) for their class, as well as incorporating the English Language Proficiency Standards (ELPS). All teachers of EBs may, when appropriate, adjust the pacing and methods of instruction.

High School: 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) course. 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. Teachers plan and deliver lessons that allow EBs 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. Best practice guides content teachers to teach the TEKS for their class, as well as incorporating the ELPS. All teachers of EBs may, when appropriate, adjust the pacing and methods of instruction. This program is for high school students who have not yet met the reclassification criteria as described by law.

Gifted and Talented (G/T) Program

The Gifted and Talented (GT) program is designed to provide academic services for students needing additional academic challenges and supports outside of what is offered in the traditional classroom. The GT evaluation process for the program occurs once a year. Students may be referred by parents, self, or school staff in the early fall semester and parents must give permission in order for students to be evaluated for services. The evaluation process takes place through the first semester, and the committee makes a decision on the student's instructional need at the beginning of the second semester. Services for identified students begin in the second semester.

Gifted and Talented Services - Primary

PGP (Primary Gifted Program - K-2): In addition to appropriate differentiation in their classrooms, identified GT students in grades K-2 are offered GT services through a pull-out program that takes place at their home campuses. Students are pulled out of their classrooms for services weekly. Pull-out instruction focuses on the development of independent research skills and on meeting the social-emotional needs of GT students. These services are typically provided by the campus librarian with support from Advanced Academics.

SPIRAL (Spring Branch Program for Improving Reasoning and Accelerating Learning at Bendwood - 3-5): In addition to appropriate differentiation in their classrooms, identified GT students in grades 3-5 are offered GT services through a pull-out program that takes place at the Bendwood campus. Students are bussed from their home campuses one day a week for a full day of services with GT students from other campuses. Units of study are designed to provide the depth and complexity necessary to challenge GT students while also addressing their social-emotional needs. All staffing and curricular decisions are made by the Bendwood campus leadership with the support of Advanced Academic Studies.

Gifted and Talented Services - Secondary

Identified GT students in grades 6-12 are provided services that support their identified areas of giftedness: language arts/social studies and/or mathematics/ science. GT students may be grouped in GT-only classes, AP classes, Advanced Academic Courses (AACs), or IB classes. The grouping of students varies by school, grade level, and subject area. Check with individual campuses for additional information.

Services for Highly Gifted Students: SBAI – Spring Branch Academic Institute

Spring Branch Academic Institute provides highly, exceptionally, and profoundly gifted students an advanced educational opportunity matched to their individual abilities, strengths, and interests. Students must apply for SBAI, and entrance takes place through a lottery. All applications are placed through the Advanced Academics Department. SBISD students are evaluated for highly gifted services during the Gifted and Talented identification process when they meet qualification criteria on testing aspects of the evaluation. Students are given further evaluation. More information about the specific qualification criteria and application dates can be found on the SBISD website on the Gifted and Talented page.

SBAI provides individualized instruction at the appropriate pace, depth and complexity needed by highly gifted students in a multi-aged setting. SBAI utilizes a school-within-a-school structure with campuses located at Thornwood Elementary and Stratford High School. Students also attend Spring Forest Middle School during the middle school years for elective courses. SBAI currently serves kindergarten through twelfth grade.

Special Education and Related Services

Special education and related services are specially-designed instructional services developed to support students with disabilities to access and make progress in 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.

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.

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.

Section 504 Overview Services and Accommodations Plans

Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities in programs and activities that receive any federal funds. The provisions of Section 504 state:

"No otherwise qualified individual with a disability in the United States… shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance…" [34 C.F.R. §104.4(a)]

Additionally, Section 504 requires that school districts provide a *"free appropriate public education (FAPE) to each* ***qualified*** *person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability."* Section 504 regulations define a person with a disability as *"any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."* [34 C.F.R. §104.3(j)(1)] Therefore, all school-age children who are individuals with disabilities as defined by Section 504 are entitled to a free appropriate public education (FAPE).

Eligibility

Section 504 eligibility is determined by the 504 Committee which is composed of a group of individuals knowledgeable about the student, the meaning of the student's evaluation data, and the various placement and services options available to the student and taking into consideration a Free Appropriate Public Education (FAPE) and the 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 Service Plan

An "individual with a disability" is defined above.

Section 504 regulations require districts to undertake Child Find activities to locate and identify eligible students, or those suspected of a disability, to provide reasonable and necessary accommodations. A Physical or mental impairment is determined based on an evaluation conducted by the Section 504 Committee. The Section 504 committee will use a variety of data sources that may include but are not limited to test results, parent/teacher/physician reports, observation of student, review of report card/progress report, review of student work, as well as any additional source of data deemed necessary. Determination of "Substantially limits" is determined by the Section 504 Committee. Pursuant to the Americans with Disabilities Act Amendments Act of 2008, the determination of whether an impairment substantially limits a major life activity is made ***without*** regard to the effects of mitigating measures such as medication, medical supplies, equipment, or appliances, low-vision devices. A Section 504 Service Plan, however, shall ***not*** be developed, unless needed at the time, in order for the student to have his/her needs met as adequately as those of their non-disabled peers. There are no groups of students automatically eligible for Section 504 without an evaluation.

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. A paper copy of the policy may be obtained by contacting Kristin Craft, Ed.D.; Associate Superintendent for Academics; 713-251-2292; SBISD; 955 Campbell Road; Houston, Texas 77024.

The procedures described in **Board Policy 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 Veronica Tristan, Section 504 Lead Advisor; 713-251-8459; West Support Center, 2100 Shadowdale; Houston, Texas 77043.

Identifying Students with Dyslexia

In accordance with the Texas Dyslexia Handbook, evaluation for dyslexia will be initiated through a special education referral for a Full Individual Evaluation. Following the evaluation, an ARD Committee will convene to determine eligibility and the appropriate services to support student needs.

Students can be identified as having dyslexia and begin receiving services at any grade. Students identified with dyslexia in grades 3-12 may be eligible for accommodations on state tests. These accommodations may include:

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

All identified grade 3-12 students with dyslexia meeting the eligibility criteria may use these accommodations if he or she:

- routinely or effectively uses the accommodation(s) 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.

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 Director of Special Education for assistance.

Per **Board Policy FBA (LEGAL)** and the EEOC federal law a "Service Animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or 504 Services

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

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

Special Education Referrals

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

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

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

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

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Section 504 Referrals

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

Contact Person for Special Education or Section 504 Referrals

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

Special Education:	Dea Anne Baker, Director of Special Education
Telephone Number:	713-251-1702
Section 504:	Veronica Tristan, 504 Program Lead
Telephone Number:	713-251-8459

Additional Information

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- https://texasprojectfirst.org/

The Texas State Library and Archives Commission's Talking Book Program provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia

College-Readiness Programs

SBISD has adopted an academic plan to increase student achievement and develop a culture of high expectations for all students. The plan's strategic imperative or goal, known as Spring Branch T-2-4, challenges the system to increase the number of students completing a technical certificate, military training, or two-year or four-year degree.

Activities and accompanying 2023-2024 dates designed to support T-2-4 are listed below:

Date	Activity
August 1, 2023	Apply Texas and Common Application Sites Open for Work on College Applications
October 1, 2023	FAFSA & TAFSA Application Sites Open
October 5, 2023	College Night
October 11, 2023	PSAT Test School Administration
October 13, 2023	Class Rank Decision Deadline
November 13-17, 2023	GenTx Week
January 15, 2024	State Priority Deadline FAFSA
January 24, 2024	Transition Day for Middle School to High School
February 5-9, 2024	National School Counseling Week
February 16, 2024	Transition Day for Elementary School to Middle School
March 6, 2024	School Day SAT
May 1, 2024	National Decision Day

**please contact campus counselor for information and visit the SBISD Parent U site for additional events.*

District Choice Schools

SBISD Choice School is open to eligible employees and all families residing in the SBISD attendance zone through an automated lottery system. Parent or guardian may complete an online application via SchoolMint during the Choice application window. Please visit SBISD website for additional details.

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 Advanced Academic Courses (AACs) - formerly 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.

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. WAIS 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 Advanced Academic Course level. Middle school students at WAIS are restricted from participation in UIL athletics. For grades 9-12, students are eligible to participate in extracurricular activities offered on their home campus (based on scheduling availability). Please visit with the district athletic office for more information related to UIL eligibility and residency rules specific to WAIS students competing for their home campuses at the high school level.

KIPP Courage College Prep—*Grades 5-8*

KIPP Courage College Prep opened at Landrum Middle School in July of 2012 and currently serves nearly 400 college-bound fifth through eighth grade students from Houston's Spring Branch community. It is considered a program-within-a-school at Landrum MS.

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 12th grade, college, and the competitive world beyond.

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 over 200 KIPP schools across the country serving more than 80,000 students. To read more about KIPP Houston, please visit http://kipphouston.org/.

YES Prep Northbrook Middle School *(Grades 6-8)* & YES Prep Northbrook High *(Grades 9-12)*

YES Prep offers a comprehensive educational program featuring 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 followed 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.

School Programs

Academy of Choice—*Grades 9-10*

Academy of Choice provides programming for students who need opportunities to accelerate their learning in order to get back on track for a timely graduation. 9th and 10th grade students from any SBISD high school who have fallen behind on credits can attend classes in a smaller learning environment at Academy of Choice (AOC).

District Alternative Education Program (DAEP)

The SBISD DAEP program serves students assigned for specific conduct violations (see SBISD Code of Conduct) for defined periods of time. The program offers both academic programming to keep students on track in their classwork and restorative practices to support the development of appropriate behaviors and ready students for return to their home campuses. The DAEP staff and home campus staff coordinate efforts to meet both the students' academic and social emotional needs. They also collaborate to ensure successful transitions to the DAEP and back to the home campus.

The Guthrie Center—*Grades 9-12*

The Guthrie Center prepares high school students for future success in college and careers by providing relevant, meaningful, project-based courses in a variety of career and technical areas. Our fifteen programs have been developed for students to earn job-specific knowledge, technical certifications and in some cases college dual credit.

Under the guidance of our business, industry and higher education partners, course curriculum is frequently reviewed and refined to stay relevant in a changing world. All programs include professional (soft) skill training to help provide a smooth transition from high school to college or immediate employment. Internships and Practicum options directly connect their knowledge to real-world situations, and help reduce the new-job learning curve while increasing earning potential.

Bus transportation is offered to and from Guthrie and each SBISD high school.

Spring Branch Academic Institute (SBAI) – Grades K-12

Spring Branch Academic Institute (SBAI) provides highly, exceptionally, and profoundly gifted students an advanced educational opportunity matched to their individual abilities, strengths, and interests. Students must apply for SBAI, and entrance takes place through a lottery. All applications are placed through the Advanced Academics Department. SBISD students are evaluated for highly gifted services during the Gifted and Talented identification process when they meet qualification criteria on testing aspects of the evaluation. Students are given further IQ evaluation. More information about the specific qualification criteria and application dates can be found on the SBISD website on the Gifted and Talented page.

SBAI provides individualized instruction at the appropriate pace, depth and complexity needed by highly gifted students in a multi-aged setting. SBAI utilizes a school-within-a-school structure with campuses located at Thornwood Elementary and Stratford High School. Students also attend Spring Forest Middle School during the middle school years for elective courses. SBAI students interested in participating in athletics at the middle school level are eligible to participate with Spring Forest MS. Students interested in participating in athletics at the high school level are eligible to participate with Stratford HS. Please visit with the district athletic office for more information related to UIL eligibility and residency rules specific to SBAI students competing for Stratford HS.

Academic Support

Advanced Placement Exams

SBISD offers Advanced Placement (AP) testing in May following the official College Board schedule. The counseling department handles the registration and administration of AP tests.

Students may be required to pay a fee for the examinations. Tests for courses not offered at a campus may have limited availability. Administrations of AP exams for courses not offered in the high school program are also available. Preference will be given to upper classmen as seating may be limited.

Student Support Committee (SSC)

The campus-based Student Support 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.

Counseling Services

Counseling and counseling-related services are available on 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 caseworker 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 provide services based on the Texas Model for Comprehensive School Counseling Programs, which is promoted by the Texas Education Agency. The program centers on four components:

- **Guidance curriculum** provides guidance content in a systematic way to all students centered on awareness, skills development, and application of the skills needed in everyday life.
- **Responsive Services** address the immediate concerns of students with the intent of delivering programs to prevent the impact of negative circumstances, and intervene by providing resources and support.
- **Individual planning** assists students in monitoring and understanding their own development with the purpose of postsecondary planning and goal setting.
- **System support** includes program and staff support to ensure that all activities and services are focused on enhancing student learning.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funding Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit. See *Secondary Course Catalog* for more information about earning college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Student Crisis and Welfare Intervention

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide.

The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. In SBISD, school counselors have been trained to serve as the mental health liaisons and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus.

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

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
- https://www.hhs.texas.gov/services/mental-health-substance-use/mental-health-crisis-services/suicide-prevention

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 that are documented by a physician may be eligible for homebound services. The student 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 Support Committee (SSC)/504 campus coordinator 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 free to every student by each campus. Students are personally responsible for all books issued to them and must pay for lost, stolen, or damaged books. Students should not write in the textbooks.

Students are responsible for checking the condition of every book, noting any prior damage, and placing their name inside the front cover. Students whose book record is not clear will not receive textbooks for the next academic year until all fees or fines are paid.

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 non-consumable 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, etc. if the finished products remain the property of the students.

Libraries

School libraries provide student access to reading materials, digital devices, and to a variety of resources for research, study, exploration and connection to the world. More information can be accessed from the District website: https://www.springbranchisd.com/studentsfamilies/library. Parents may view a report of the library books currently checked out by their child through the districts' library management system. Students are responsible for lost or damaged books and digital devices.

Restricted Access

Parents may submit a written request to the campus librarian in order to limit their child's access to any specific library book. Annually, parents are asked to select whether their child may checkout books from the Restricted Access area of the library.

Inter-Library Loan (ILL)

Inter-Library Loan (ILL) checkout options are provided for students who wish to borrow book from a different campus. This may include books at higher or lower grade levels. Parents who do not wish for their child to have this access shall submit a written request to the campus librarian.

Book Fairs

Book fair opportunities are in partnership with external vendors and may contain a variety of books for a campus to place on display. School librarians use discretion on the displays of book fairs to stay in alignment with age appropriateness book selection criteria. Students are not required to purchase books at book fairs.

Author Visits

Author visit opportunities are often in partnership with external vendors or organizations. In advance of an author visit, students and their parents will be provided with information about the author and the author's book(s) along with the option to opt-out if they so choose.

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.

Skyward (Family Access)

SBISD parents are encouraged to track their children's current academic progress online via Family Access in Skyward. Parents can login to the Family Access portal from the District website or mobile app to access grades, homework, attendance, and more 24/7. Secondary students have access to their records, but not those of their siblings. Please contact your child's school for Skyward Family access.

Course Offerings

Courses Studied

Elementary: Chapter 74 of the Texas Education Code requires all school districts that offer kindergarten through Grade 5 must offer a foundational curriculum that includes English language arts, mathematics, science and social studies. Districts are further required to offer an enrichment curriculum that includes fine arts, health, physical education, technology applications, and to the extent possible, languages other than English.

The State of Texas has identified specific essential knowledge and skills (TEKS) to be taught in these subjects at each grade level, and local school districts are empowered to create and deliver programs of curriculum and instruction to best meet the needs of the district's students.

Secondary: SBISD offers a challenging and comprehensive curriculum to meet the diverse interests and needs of our students. All schools offer complete core academic 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 take a full course load of classes as determined by the individual school's schedule. Some courses require 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 the *SBISD Course Catalog* to determine the courses available on their campuses.

Human Sexuality Instruction

In accordance with EHAA (LOCAL), the Spring Branch Independent School District provides human sexuality instruction in compliance with law and Board policy to students in grades 6-8. As required by law, the District must obtain written consent before a student can be provided human sexuality instruction as well as appropriate grade level instruction regarding dating violence, sex trafficking, and child abuse. Abstinence-based Human Sexuality lessons are taught during Health Fitness classes during the second semester of the school year.

The curriculum uses both classroom and computer instruction to promote abstinence and to teach students about their bodies, healthy relationships, personal boundaries, and protecting themselves from pregnancy and sexually transmitted diseases. Curriculum also covers the structure and function of the human body, general health and general hygiene.

Parents may review the materials by visiting the SBISD DSHAC website. Parents must consent for students to participate by completing an opt-in form, which will be shared through Skyward or by the Health Fitness teacher.

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. The 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 (DSHAC). Meeting information can be found on the District website at SBISD DSHAC.

Virtual Learning—*Secondary*

SBISD offers online courses for original credit and credit recovery. These courses are available:

- during the school day in a facilitated lab on campus,
- as an extra course beyond the regular class schedule (tuition based), and
- during summer school (tuition based).

SBISD offers a wide-range of courses through its partnership with APEX Learning. Most virtual courses are taught by SBISD teachers using APEX Learning content and assessments developed specifically to meet Texas standards.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

To explore further, please contact your counselor; or email elearning@springbranchisd.com. [**Board Policies EHDE (LEGAL), (LOCAL); EHDD (LEGAL), (LOCAL)**]

Credit Requirements

Credit Requirements—*Grades K-5*

Promotion and Retention—*Grades K-5*

In accordance with **Board Policy EIE (LOCAL)**, a student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. *Education Code 28.021 (a)*

In kindergarten, retention shall be considered only in unusual circumstances and with the approval of the student's parents. A written recommendation for retention, including suggestions for assistance for the student shall be signed by the student's teacher, parent, and the principal, and with the approval of the Superintendent's designee. **Board Policy EIE (LOCAL)** A matrix using *Light's Retention Scale* shall be a part of the decision-making process. Upon request, parents may review this instrument.

For students in grades 1-5, promotion to the next grade level shall be based on a cumulative average of 70 on a scale of 100 based upon course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics, and either science or social studies.

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 grade promotion requirements outlined in the *Texas Administrative Code* and the Texas

Education Agency (TEA) procedures outlined in the official Grade Placement Committee manual, published annually by TEA. 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 campus 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 at each grade level.
3. Successful completion of summer school or other accelerated instruction program.
4. For grades K-5 a matrix including using the *Light's Retention Scale* shall be a part of the decision-making process. Parents may review *Light's Retention Scale* upon request.
5. Where appropriate or required, identify an alternative assessment instrument applicable to the student's grade level and approved by the TEA commissioners.
6. All campus recommendations for retention shall follow the steps outlined in *SBISD Elementary Grading Expectations*

Credit by Examination—*Grades K-5*

Credit by Examination (CBE) are examinations for acceleration that thoroughly test the TEKS in grade levels 1-5. These tests are for a grade level in which the student has had ***no prior*** instruction. The purpose of CBE is to allow students to place out of a grade level in elementary school, beginning with grade 1.

Requests for kindergarten acceleration are directed to the SBISD Director for Early Childhood. There is no CBE for prekindergarten. A student in grades 1-5 may be accelerated one grade if he or she meets the following requirements:

- The student scores 80% on a criterion-referenced test for the grade level he or she wants to skip in ***each*** of the following areas: language arts, mathematics, science, and social studies; **and**
- A school district representative recommends that the student be accelerated; **and**
- The student's parent or guardian gives written approval for the acceleration.

Single subject acceleration is only available for mathematics.

CBE testing for elementary students is conducted four times per year. Information is available from the campus counselor.

Credit Requirements—*Grades 6-12*

Credit by Examination for Languages Other Than English (LOTE)—*Grades 6-12*

Students who speak other 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. The Counselor will complete and submit the CBE registration form.

For LOTE not taught in SBISD, prior approval from the building principal and the Office of Assessment and Compliance are 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. Credit by Exam

The State of Texas requires a minimum of two high school credits in a Language Other than English (LOTE) for high school graduation. It is possible for students to earn some or all of these credits through the SBISD Credit by Examination (CBE) program. Language tests are used to assess student proficiency in listening, speaking, reading, and writing. LOTE CBEs are administered four times per year. Campus counselors are responsible for registering students for CBEs. Additional information is available from the campus counselor.

Students passing these tests are awarded high school credit and will be eligible to enroll in additional LOTE courses in middle or high school.

Credit Requirements—Middle School Grades 6-8

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 grade of 70 (average of both semesters) or above for each of the core classes: 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. Final promotion, retention, and intervention decisions are determined by the campus GPC.

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. A matrix using the *Light's Retention Scale* shall be a part of the decision-making process. Upon request, parents may review this instrument.
3. Identify any possible intervention processes such as Optional Extended Year programs.

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.

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

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.

No prior instruction—The student must score 80% or above on an approved criterion-referenced examination.

If a student uses credit by examination to gain credit for a course in which he or she has had no prior instruction, the student is not required to take the corresponding STAAR EOC assessment to fulfill his or her state graduation requirement. 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. A student may not attempt to earn credit by examination for a specific high school course more than two times in a year. **Board Policy EHDC (LEGAL)**.

Prior Instruction—The student must score 75% or higher on a scale of 100. 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.

If a student uses credit by examination to gain credit for a course in which he or she has had some prior instruction, the student is required to pass the corresponding STAAR EOC assessment to fulfill his or her STAAR graduation requirement.

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.

Summer School—Grades 9-12

Students may attend summer school programs to earn original credit or regain credits lost. (Fee requirement). Original credits earned in summer school are not included in a student's GPA calculation.

Student Progress

Homework

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)**.

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. If assigned homework requires access to technology a student may not have, the teacher assigning the homework and/or the school shall provide opportunity for access at home, before or after school, or at another time during the school day.
6. Do not require parents/guardians to teach new concepts.

Additional detail regarding homework may be found in the SBISD *Grading Expectations*.

Health Fitness

Physical Activity Requirements

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)*.

In accordance with **Board Policies EHAB**, **EHAC**, **EHBG**, and **FFA**, the district will ensure that students in full-day prekindergarten—grade 5 engage in moderate or vigorous physical activity for at least 135 minutes per week. Students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters **OR** at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

Students in high school must earn 1.0 PE credit to satisfy graduation requirements. Although only 1.0 PE credit is required for graduation, additional state elective credits may be earned by taking any combination of the approved TEKS-based PE courses or participation in approved substitution activities.

Students in grades 6 -12 are required to dress out daily in Health Fitness classes. Uniforms are sold through the campus health fitness department.

For additional information on the district's requirements and programs regarding students' physical activity requirements, please see the principal.

Health Fitness Assessment

Annually, the District will conduct a physical fitness assessment of students in grades 3-12 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

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 three days, a doctor's written explanation is necessary. All elementary students, including those with exemptions, must attend every day; secondary students 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.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 9 –12. The instruction can be provided as part of any course and is not required to result in CPR certification.
The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Assessments

Students 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. Parents may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

The goal of assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, assessments will help students identify their strengths and weaknesses and target areas that need work as well as guide teachers in recognizing where students are struggling and address problems immediately.

Local Assessments

Teacher Assessments

Teachers will be involved in a continuous assessment of the students assigned to them. Teacher assessment is used to determine the current level of student achievement and, accordingly, to determine appropriate teaching strategies and goals for the student. Teacher assessments may take on many different forms such as tests, homework, individual and group projects, and various other means as determined by the teacher and campus administration.

Semester Exams—*Grades 6-12*

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

The District's Strategic Plan includes *Measures of Success* identified to provide leading, lagging, and longitudinal means of assessing progress. To that end, various assessments will be administered districtwide beginning in Pre-K and continuing in high school to provide multiple measures of student progress and performance. These include the CIRCLE Assessment System, Texas Kindergarten Entry Assessment (TX-KEA), Fountas and Pinnell Benchmark, Benchmark Assessment System and Observation Survey (OS), Measures of Academic Progress (MAP), Cognitive Abilities Test (CogAT), Priority Standards Assessment (PSA), and Practice STAAR.

Formative Assessment with Measures of Academic Progress (MAP) Growth and MAP Reading Fluency

Measures of Academic Progress (MAP) Growth is a norm-referenced, computer adaptive assessment that identifies the concepts and skills students are ready to learn, as well as instructional areas of focus and relative areas of strength for each child. Reporting allows for monitoring of student growth across each administration and from one grade level to the next. MAP Growth is administered multiple times a year to students in grades 6-8 in the areas of reading, math, language, and science. Measures of Academic Progress (MAP) Reading Fluency is an adaptive universal screening and progress monitoring assessment for elementary grades. It is an interactive assessment that assesses oral reading fluency, literal comprehension, and foundational reading skills. MAP fluency is given to 1st grade students as our annual dyslexia screener.

Formative Assessment with Texas Kindergarten Entry Assessment (TX-KEA)

TX-KEA is specifically designed to assess the literacy skills of kindergarten students in a developmentally appropriate format. It is administered three times per school year and serves as both our beginning of year literacy screener and end of year dyslexia screener. Students are assessed in the areas of vocabulary, letter names and sounds, spelling, and other foundational reading skills, providing data which helps our teachers design differentiated instruction to better meet the needs of each child.

Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. It also provides valuable information to parents about the performance of their child. The CogAT ***is one measure*** used in the process of identifying Gifted and Talented students.

State Assessments

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

Beginning with the 2022-2023 school year, the Texas Education Agency implemented the latest version of the State of Texas Assessments of Academic Readiness or STAAR tests. All STAAR tests are now administered online. The STAAR tests assess the Texas Essential Knowledge and Skills (TEKS). Elementary students test in grades 3, 4, and 5 in reading language arts and mathematics, as well as science in grade 5.

The STAAR tests for secondary students in grades 6 through 8 test students in reading language arts and mathematics, as well as science and social studies in grade 8. High school students have STAAR End-of-Course (EOC) exams as their examination requirements for graduation. EOC tests are also given to middle school students taking high school courses.

Possession of telecommunication devices during state testing is prohibited.

Graduation requirements for students include the successful completion of EOC tests in English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. Only after a student sits for an EOC at least one time and has not achieved a sufficient score may a substitution be submitted to meet graduation requirements.

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

House Bill 1416, Accelerated Instruction

Any student who scores “does not meet” on a STAAR assessment will be provided accelerated instruction as required under the law. Students are expected to attend offered support sessions consistent with the requirements of HB1416. This may require participation of the student before or after normal school hours or at times of the year outside of normal school operations.

The State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2) Tests

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with the most significant cognitive disabilities receiving special education services. Students must meet participation requirements to take this test. If the ARD committee decides a student meets the requirements to participate in the STAAR Alternate 2, the student must take the STAAR Alternate 2 for **ALL** subjects required for the student’s enrolled grade or high school course(s). STAAR Alternate 2 is available for the same grades and subjects assessed in the general STAAR program and is administered individually to each eligible student.

Possession of telecommunication devices during state testing is prohibited.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the progress that Emergent Bilingual students 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 K-1 in listening, speaking, writing, and reading. Beginning in 2022-2023, all domains of TELPAS for grades 2-12, listening, speaking, reading, and writing, are administered online. Listening and Speaking domains are interactive online assessments.

Possession of telecommunication devices during state testing is prohibited.

Texas English Language Proficiency Assessment System (TELPAS) Alternate

The TELPAS Alternate assessment is for Emergent Bilinguals (EBs) with the most significant cognitive disabilities who cannot participate in the general English language proficiency assessment. Students must meet participation requirements to take this test. Students are assessed in four domains: listening, speaking, reading, and writing through use of a holistic inventory containing descriptors of behaviors demonstrated by (EBs) as they gain proficiency in English.

Possession of telecommunication devices during state testing is prohibited.

State Testing Schedule for 2023-2024

Test Dates	Make-ups Completed by End of Day	Assessments
Assessment Window December 5-15	December 15	Algebra I English I English II Biology U.S. History
Assessment Window Late January – Early March	N/A	NAEP (selected sample): Mathematics (Grades 4, 8, and 12) Reading (Grades 4, 8, and 12) Science (Grade 8) Transcript Studies
Assessment Window February 19 - March 29	N/A	TELPAS Gr. K-12 (Listening, Speaking, Reading, Writing) TELPAS Alternate Gr. 2-12 (Listening, Speaking, Reading, Writing)
Assessment Window March 25 – April 26	N/A	STAAR Alternate 2 (grades 3-8 and EOC)
Assessment Window April 16-26	April 26	Grades 3-8 Reading Language Arts English I English II
April 23 – May 3	May 3	Grade 5 Science Grade 8 Science Grade 8 Social Studies Biology U.S. History
April 30 – May 10	May 10	Grades 3-8 Mathematics Algebra I
June 18-28	June 28	Algebra I English I English II Biology U.S. History

Dates subject to change per Texas Education Agency (TEA)

College Pathway/Entrance/Placement Exams

School Day Administrations

The Spring Branch ISD T-2-4 Initiative has as its goal to increase the number of students completing a technical certificate, military training, two-year degree, or four-year degree. This commitment to post-secondary readiness includes numerous opportunities for students to participate in college pathway assessments on campus during the school year, beginning in 8th grade.

College Board Assessments ®

Beginning in Fall 2023, the College Board will introduce new formats for the PSAT 8/9 and PSAT/NMSQT including the transition to all online administrations for both. In the Spring, the College Board will introduce these changes for School Day SAT.

Preliminary SAT ® (PSAT™ 8/9)

(8th grade and Freshmen)
Wednesday, October 11, 2023

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

Sophomores and Juniors:
Wednesday, October 11, 2023

School Day SAT

Seniors: Wednesday, October 11, 2023
Juniors: Wednesday, March 6, 2023

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. Each high school campus offers free TSI testing throughout the school year. Please contact the Testing Coordinator or Post-Secondary Counselor for dates and times.

Advanced Placement (AP ®) *

May 6-10, 2024
May 13-17, 2024
Monday through Friday

*Administrations of AP exams for courses not offered in the high school program are also available. Preference will be given to upper classmen as seating may be limited.

International Baccalaureate® (IB)

TBA

Saturday Administrations

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 for Saturday administrations, students must present identification: driver's 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.

College Board ® Scholastic Aptitude Test Program (SAT ®)

National Test Dates

August 26, 2023
October 7, 2023
November 4, 2023
December 2, 2023
March 9, 2024
May 4, 2024

June 1, 2024

American College Testing Program (ACT ®)

September 9, 2023
October 28, 2023
December 9, 2023
February 10, 2024
April 13, 2024
June 8, 2024
*July 13, 2024

*All SAT ® and ACT ® administrations are offered at Spring Woods High School, **EXCEPT** July 13 ACT ®.

Armed Services Vocational Aptitude Battery Test

Students in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test at their campus and consult with a military recruiter. Please contact your campus counselor for schedule and information about this opportunity.

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.

Graduation Information

Early Graduation

Provision is made for early graduation if several requirements are met. Early graduation must be discussed with the counselor and an early graduation plan developed. The completed plan with parent 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/she has successfully completed all requirements as stipulated by the Texas Education Agency and the policies of SBISD. A student must meet the following requirements to receive a high school diploma from the district:

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

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.

Students participate in the Graduation Ceremony for the school from which they graduated at the end of the semester in which they graduated. Students graduating in December may participate in their school's graduation ceremony in the spring.

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.

Graduating Seniors may wear the following district approved Regalia at Commencement:

Valedictorian Medal, Salutatorian Medal, Gold Honor Cords, White Honor Cords, White Stoles, National Honor Society Honor Cords, and International Baccalaureate Diploma Honor Cords.

A graduating senior assigned to DAEP who has completed all academic requirements when the school year ends and who would otherwise participate in the graduation ceremony at the student's home campus may not be allowed to participate if the student's participation presents a risk of physical injury to self or others. The decision will be made by the principal of the home campus in consultation with the principal's supervisor and central administration.

A graduating senior expelled to the JJAEP, or placed at Highpoint, who completes all academic requirements for graduation by the end of the school year may not participate in the graduation ceremony at the student's home campus if the period of expulsion to the JJAEP, or placement at Highpoint, has not been completed when the school year ends.

If a graduating senior expelled to the JJAEP, or placed at Highpoint, has completed all academic requirements for graduation and has completed all days of the expulsion to the JJAEP, or placement at Highpoint, by the last instructional day of the school year, the student's participation in the graduation ceremony at the student's home campus will be decided by the principal of the student's home campus in consultation with the principal's supervisor and central administration based on a determination whether the student's presence at the graduation ceremony presents a risk of physical harm to self or others.

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 state testing, should contact the school's STAAR 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.

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or

- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT. The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application. Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2023 terms and spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

College Night

During the first semester, the District sponsors a college night. 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 scholarship section in Naviance, the school counselor, or the counselor website for each campus. 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 https://studentaid.gov/h/apply-for-aid/fafsa beginning October 1st **of the student's senior year.** Each scholarship has its own specific criteria to determine eligibility. Applications for state financial aid, with the TASFA, which is for students not eligible for federal aid, can be found here: College for All Texans. And the CSS Profile can be found here: CSS Profile.

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 to be considered for the scholarship.** Advanced registration for PSAT/NMSQT is handled at the campus according to a published schedule.

APPENDIX

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit **Board Policy FFI (LOCAL)**. Below is the text of SBISD **Board Policy FFI (LOCAL)** as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying Policy

Spring Branch ISD
101920

STUDENT WELFARE **FFI**
FREEDOM FROM BULLYING **(LOCAL)**

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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

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

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

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

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

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

Reporting Procedures

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

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

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

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

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

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

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

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

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

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