

Spring Branch Independent School District

**Student / Parent Handbook
2018-2019**

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.

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.

ELEMENTARY SCHOOLS

Buffalo Creek Elementary		7:20 A.M. – 2:30 P.M.	2801 Blalock, 77080	713-251-5300
Bunker Hill Elementary		7:50 A.M. – 3:00 P.M.	11950 Taylorcrest, 77024	713-251-5400
Cedar Brook Elementary		7:20 A.M. – 2:30 P.M.	2121 Ojeman, 77080	713-251-5500
Edgewood Elementary		7:20 A.M. – 2:30 P.M.	8757 Kempwood, 77080	713-251-5600
Frostwood Elementary		7:50 A.M. – 3:00 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. – 2:30 P.M.	6705 Housman, 77055	713-251-5900
Hunters Creek Elementary		7:50 A.M. – 3:00 P.M.	10650 Beinhorn, 77024	713-251-6000
Meadow Wood Elementary		7:50 A.M. – 3:00 P.M.	14230 Memorial Dr., 77079	713-251-6200
Memorial Drive Elementary		7:50 A.M. – 3:00 P.M.	11202 Smithdale, 77024	713-251-6300
Nottingham Elementary		7:50 A.M. – 3:00 P.M.	570 Nottingham Oaks, 77079	713-251-6400
Pine Shadows Elementary		7:20 A.M. – 2:30 P.M.	9900 Neuens, 77080	713-251-6500
Ridgecrest Elementary		7:50 A.M. – 3:00 P.M.	2015 Ridgecrest, 77055	713-251-6600
Rummel Creek Elementary		7:48 A.M. – 3:00 P.M.	625 Brittmooore, 77079	713-251-6700
Shadow Oaks Elementary		7:20 A.M. – 2:30 P.M.	1335 Shadowdale, 77043	713-251-6800
Sherwood Elementary		7:20 A.M. – 2:30 P.M.	1700 Sherwood Forest, 77043	713-251-6900
Spring Branch Elementary		7:20 A.M. – 2:30 P.M.	1700 Campbell Road, 77080	713-251-7000
Spring Branch Academic Institute		7:10 A.M. – 2:45 P.M.	8390 Westview, 77055	713-251-2219
Spring Shadows Elementary		7:20 A.M. – 2:30 P.M.	9725 Kempwood, 77080	713-251-7100
Terrace Elementary		7:19 A.M. – 2:30 P.M.	10400 Rothbury, 77043	713-251-7200
Thornwood Elementary		7:40 A.M. – 3:05 P.M.	14400 Fern, 77079	713-251-7300
Treasure Forest Elementary		7:20 A.M. – 2:40 P.M.	7635 Amelia Road, 77055	713-251-7400
Valley Oaks Elementary		7:20 A.M. – 2:30 P.M.	8390 Westview, 77055	713-251-7500
Westwood Elementary		7:50 A.M. – 3:00 P.M.	10595 Hammerly, 77043	713-251-2100
Wilchester Elementary		7:45 A.M. – 3:00 P.M.	13618 St. Mary's, 77079	713-251-7700
Woodview Elementary		7:20 A.M. – 2:30 P.M.	9749 Cedardale, 77055	713-251-7800
Bendwood	PK4:	7:45 A.M. – 2:45 P.M.	12750 Kimberley, 77024	713-251-5200
	PK3:	12:15 P.M.– 3:25 P.M.		
Bear Blvd. School	PK3: A.M.	7:45 A.M. – 10:50 A.M.	8860 Westview, 77055	713-251-7900
	PK3: P.M.	12:15 P.M.– 3:25 P.M.		
	PK4	8:15 A.M. – 2:15 P.M.		
Lion Lane School	PK3: A.M.	7:45 A.M. – 10:50 A.M.	2210 Ridgecrest, 77055	713-251-6100
	PK3: P.M.	12:15 P.M.– 3:25 P.M.		
	PK4	8:15 A.M. – 2:15 P.M.		
Panda Path School	PK3: A.M.	7:45 A.M. – 10:50 A.M.	8575 Pitner, 77080	713-251-8000
	PK3: P.M.	12:15 P.M.– 3:25 P.M.		
	PK4	8:15 A.M. – 2:15 P.M.		
Tiger Trail School	PK3: A.M.	7:45 A.M. – 10:50 A.M.	10406 Tiger Trail, 77043	713-251-8100
	PK3: P.M.	12:15 P.M.– 3:25 P.M.		
	PK4	8:15 A.M. – 2:15 P.M.		
Wildcat Way School	PK4	8:15 A.M. – 2:15 P.M.	12754 Kimberley, 77024	713-251-8200

MIDDLE SCHOOLS

Cornerstone Academy	7:35 A.M. – 3:10 P.M.	9016 Westview, Bldg. C 77055	713-251-1600
KIPP Courage @ Landrum MS	7:25 A.M. – 4:00 P.M.	2200 Ridgecrest 77055	713-251-3800
Landrum Middle School	8:20 A.M. – 3:50 P.M.	2200 Ridgecrest 77055	713-251-3700
Memorial Middle School	8:18 A.M. – 3:30 P.M.	12550 Vindon 77024	713-251-3900
Northbrook Middle School	8:11 A.M. – 3:46 P.M. Wed. only – 2:03 P.M.	3030 Rosefield 77080	713-251-4100
Spring Branch Academic Institute	8:20 A.M. – 3:20 P.M.	14555 Fern 77079	713-251-3400
Spring Branch Middle School	8:23 A.M. – 3:35 P.M.	1000 Piney Point 77024	713-251-4400
Spring Forest Middle School	8:23 A.M. – 3:35 P.M.	14240 Memorial 77079	713-251-4600
Spring Oaks Middle School	8:10 A.M. – 3:30 P.M.	2150 Shadowdale 77043	713-251-4800
Spring Woods Middle School	8:10 A.M. – 3:45 P.M. Wed. only – 1:45 P.M.	9810 Neuens 77080	713-251-5000
Westchester Academy for International Studies	7:35 A.M. – 3:05 P.M.	901 Yorkchester 77079	713-251-1800
YES Prep @ Northbrook MS	7:45 A.M. – 3:46 P.M. Wed. only: 8:11 A.M. – 2:03 P.M.	3030 Rosefield 77080	713-251-4200
Disciplinary Alternative Educational Program (DAEP)	7:20 A.M. – 2:35 P.M.	9000 Westview 77055	713-251-1755

HIGH SCHOOLS

Memorial High School	7:38 A.M. – 3:00 P.M.	935 Echo Lane 77024	713-251-2500
Northbrook High School	7:40 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	7:35 A.M. – 3:05 P.M.	901 Yorkchester 77079	713-251-1800
YES Prep @ Northbrook HS	7:40 A.M. – 3:00 P.M. Tues. - Fri.: 3:55 P.M.	#1 Raider Circle 77080	713-251-2800
The Guthrie Center for Excellence	7:30 A.M. – 3:30 P.M.	10660 Hammerly 77043	713-251-1300

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	713-251-1000

Spring Branch Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

and

Academic Information

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GENERAL INFORMATION, PROCEDURES, AND SERVICES

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. The District attendance officer may be used to encourage regular attendance. **To obtain credit for a class, a student must attend at least 90% of the days the class is offered.**

Enrollment Requirements

Residence

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

Verification of residence in SBISD attendance area

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

Certified birth certificate

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

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 after grade 1 will be placed initially at grade level reached elsewhere. Final grade placement will be based on observations and testing made by 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.

Change of Student Information

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

Homeless Students

For more information on services for homeless students, contact the District's Liaison for Homeless Children and Youths, Lawanda Coffee, 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, Natalie Fikac, at 713-251-8433.

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).

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 requests 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. Transfers may be non-renewed at the end of the year if space in the school is a problem or if the student is not performing satisfactorily in the areas of attendance, behavior, or academics.

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).

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 for Community Superintendents 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-35](#), [H-77](#), [C-17](#), 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's missing the same class period several times and falling behind in his/her classwork.

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

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

The note is to be 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.

Student Tardies

A student is considered tardy if not in class when the 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

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 receives an early dismissal from the clinic, must report to the office or the attendance office to sign out 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 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 Prevention Facilitator for the District is Officer Patricia Mounsey: 713-251-4319.

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 drivers license—*high school only*
- Unable to apply for a new first-time drivers 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 students withdrawing from school should initiate the withdrawal procedure in the registrar's / ADA's office. Students must have written permission from their parent or guardian to withdraw. Before a student's records may be sent to any other school, records must be cleared. Please notify the registrar / ADA 24 hours in advance of withdrawal.

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

Child Sexual Abuse and Other Maltreatment of Children

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. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). The District has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at [Board Policy FFG \(EXHIBIT\)](#).

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.

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

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

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp

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

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.

District and Campus Emergency Operations Plan

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

Shelter in Place

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

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

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

Shelter in Place, Weather Only

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

- Students and staff are sheltered inside the building away from outside windows or doors.
- Parents and visitors will be allowed to enter the building. Exiting the building will not be allowed until the *ALL CLEAR* is given.
- Once the *ALL CLEAR* is given students and teachers will resume their normal activities and parents and visitors will be allowed to enter or leave the building.
- If warranted, the Parent/Student Reunification process will be initiated.

Lockdown Procedures

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

- All doors, windows, and classrooms are locked, prohibiting anyone from leaving or entering the premises.
- Students and teachers will remain in their classrooms until the *ALL CLEAR* signal is given.
- No one will be allowed to enter or leave the building once the Lockdown is implemented.
- Parents and visitors who are on campus at the time the Lockdown procedures are implemented will be directed to a pre-designated Lockdown area inside the building.
- Parents and visitors who are not inside the building when the Lockdown is implemented will not be allowed to enter the building.
- Parents will not be allowed to pick up children from school until the *ALL CLEAR* is given.
- SBISD Police Department and local law enforcement agencies will monitor and provide assistance to the campus as needed.
- Once the *ALL CLEAR* is given, students and 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.

Parent/Student Reunification Process

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

SBISD Notification System

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

Safety Drills

Safety drills will be held monthly to ensure that the students are aware of safe practices in the event of fire or disaster.

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 large amounts of money overnight in the building, individuals are to deposit money with the cash receipts clerk each day.

School fundraisers that include foods or beverages: see [Child Nutrition Services](#).

For information on technology donations, see [Technology Services](#).

Parties

Elementary: Schools may have two parties each year—Winter and Valentine.

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.

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. [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 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. 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.

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

Loss of Eligibility—Grades 6-12

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

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

Regaining Eligibility

Students regain eligibility seven days after:

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

Special Education Exception

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

Non-Participation by Choice

After-school practice or events that are a reasonable expectation of a course as defined by UIL/TEA may be graded. Students who choose not to participate in required practices/events may be removed from the performing group/team. The campus principal will work with department staff to set this expectation, which shall be clearly communicated to students and parents. When selecting courses, students should investigate practice/event requirements.

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.

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.

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 exception made at the discretion of the building principal.
- Students classified as a senior may not run.

Standards for Maintaining Membership—High School

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

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

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

Performance

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

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

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:

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

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 removal from school, and removal from any activities in which the student would represent the school. Sponsors must notify the school administration of any violations of the District's *Code of Conduct*. Sponsors of school trips will make students and parents aware of existing rules when asking for parent permission for student travel. **No refunds can be expected for advance trip deposit for students who cannot participate at the last moment for loss of eligibility or other causes.**

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

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

Communication

News Media—Emergency Information

When the Superintendent decides that weather or civil emergencies require that schools be closed, radio and television stations will be notified. Such radio stations as KPRC, KXYZ, KLAT, or KILT and the four major television stations (Channel 2, Channel 11, Channel 13, and Channel 45) will have information. If conditions indicate that schools might be closed, students should tune to any of these stations. **School will always be in session unless specifically stated otherwise.**

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 nondistrict organizations, nor any other individual, unless such materials have been submitted to the Superintendent or designee for approval; and written approval to distribute has been granted. [Board Policies FNAA \(LOCAL\)](#), [GKDA \(LOCAL\)](#)

PTA

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

Posters

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

Student Information

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- 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
- Teaching materials and tests used in your child's classroom.

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 the educational records of their child. Requests to examine or receive copies of records should be made in writing to the custodian of the records or his/her agent.

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

Parents of students have the right to refuse public release of any or all of the informational categories personally identifiable with respect to their child. Notice of this refusal should be given to the 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.

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 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](#)

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

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

Lockers—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

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

Persons who have questions regarding this matter should contact their building principal or the District's *Title IX* Coordinator, Kristin Craft, Ed.D., Chief Academic Officer, at 713-251-2292, at the Wayne F. Schaper, Sr. Leadership Center, 955 Campbell Road, Houston, Texas 77024.

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, SBISD 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, Girl Scouts, and other designated youth groups.

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: Kristin Craft, Ed.D., Chief Academic Officer, at 713-251-2292, 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: Joni Warren, 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: Scott R. Muri, Ed.D., at 713-251-2204, at the Wayne F. Schaper, Sr. Leadership Center, 955 Campbell Road, Houston, Texas 77024.

Code of Civility

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

Treat each other with courtesy and respect at all times:

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

Take responsibility for your actions:

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

Cooperate with one another:

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

Parent Involvement

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.

- Becoming a school volunteer. [For further information, see [Board Policy GKG.](#)]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see [Board Policies BQA](#) and [BQB.](#)]
- Serving 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.](#)]
- Serving 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.
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See [Board Policies BE](#) and [BED](#) for more information.]

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

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 distracting 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.
- Caps, bandanas, and colored beads may not be worn at school.
- **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, and dusters are not permitted in school.
- Clothing may not be worn which displays (written or pictured) obscene or distasteful slogans, advertises tobacco, drugs, alcoholic beverages, or prohibited substances.
- Shoes must be worn; however, water/aqua socks, house shoes, or shoes creating a safety issue are not permitted.
- See-through clothing is not permitted.
- Garments that expose the midriff during normal school activities (i.e. raising your hands) are not acceptable.
- Shorts must be no shorter than mid-thigh. (Tight-fitting shorts, i.e., Lycra bike shorts, are not allowed.)
- Hair should be clean, neat, and well-groomed.
- Torn, tattered, unhemmed clothing will not be allowed.
- Pants must be worn at the waist.
- Body piercing that is distracting is inappropriate for school and school-related activities. Piercing of the face will be limited to the ears only. Gauging of the ears is not allowed. Piercing of the eye area, brows, lids, forehead, scalp, cheeks, nose, lips, tongue, chin, or neck is prohibited.
- Clothing, badges, and/or tattoos, which display obscenities or sexual innuendo; depict violence or weapons; advertise or promote alcoholic beverages, narcotics, tobacco, or other prohibited substances; display gang affiliation or worn in a manner that communicates gang affiliation; or items that could be viewed as offensive to others are not permitted.

Boys

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

Girls

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

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

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, 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 for Talent & 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 Paul Leeper, the District's designated asbestos coordinator, at 713-251-1035.

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, drivers license number, and state. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state-allowed recovery fee. In the event your check is returned for non-payment, checks will no longer be an acceptable form of payment for the remainder of the school year.

Sexual Harassment

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

Waiver of Student Fees

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

Motor Vehicles

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

Child Nutrition Services

Child Nutrition

Child Nutrition Services maintains a website that contains menus, nutritional information, and much more information at <https://www.springbranchisd.com/about/departments/finance/child-nutrition-services>. Please reference our website for the most up-to-date information.

Food services are provided on each campus and include full meal and a la carte options. Free and reduced price meal benefits are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the student's eligibility for free and reduced-price meals or free milk. Spring Branch ISD operates the Community Eligibility Program (CEP) at several campuses. CEP campuses do not have to submit Free and Reduced Price meal applications, but must **still** submit Income Survey forms to ensure the full benefits to the school and the students. Applications for free or reduced price meal benefits will be distributed to all students at non-community eligible schools during the opening week of school. **Students must reapply each year for free and reduced price or resubmit CEP Income Survey forms to receive full meal benefits.**

Students will be issued a cafeteria identification number that is their six-digit student ID number to use at the point of service. Students may make prepayments for meals daily, weekly, or monthly. Prepayments can be made through the cafeteria cashier or made on-line at <https://www.schoolcafe.com/>. Please issue a separate check for each student and include the student ID number and your local address on the check. If you have questions as to which program your student's school employs, please contact the CNS Office at 713-251-1150.

Menus are published and posted online on a monthly basis. Calendars will be published via both the District website and an app that is compatible with both Android or Apple devices. Information is provided at the beginning of the school year regarding meal prices. Lunch is served daily at all schools and breakfast is served at most schools. Please visit the CNS website for further details as some campuses offer meals at no cost. The meal cost is set annually and always includes an entrée, fruit, a variety of vegetables, and milk. Serving time varies according to location. Breakfast is the most important meal of the day...so don't forget to start your day right! Students can choose from a variety of daily selections for lunch which often includes baked potatoes, salads, hot sandwiches, and other daily hot entrée offerings. Most schools utilize an "offer vs. serve" meal pattern which allows students to have a choice in the foods that they eat. Because of the large number of students involved and because classes are in session at all times in some part of the building, it is necessary to follow regulations. Students may purchase food only at their designated lunch period and all food must be eaten in the designated eating area. Students should assume the responsibility for keeping the eating areas and the school grounds clean by putting up trays and throwing away trash in the appropriate receptacles. Outside meals are allowed only if delivered by a parent/guardian or previously ordered and paid for. Open commercial delivery of meals is prohibited.

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 must be paid in full by the end of the school year. If the amount of charges becomes excessive, an alternate meal may be provided until the balance is paid in full.

Refund Policy

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 please send a email request to: cns@springbranchisd.com attn: Monica Dickson. 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 check to be mailed. Refunds take approximately 2-3 weeks for processing. For questions please contact Child 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 CNS Office for the most up-to-date information. Another good source for the most up-to-date information is the USDA website at <http://www.fns.usda.gov/cnd/governance/legislation/allfoods.htm>. Currently, State and Federal regulations continue to prohibit deep-fat frying, carbonated beverages (soda), and 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. Birthday parties or other celebrations should be planned in coordination with each campus principal. Currently, regulations still allow birthday parties or other celebrations that use food to continue, but do require that they occur outside the normal serving times for meals. This regulation includes food that may be sold or otherwise provided by any school administrator or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company, or organization.

Outside Fundraising

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

Closed Campus—*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.

<h2>Student Health Services</h2>

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.

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.

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 Child Nutrition Services.

Coordinated School Health

The District School Health Advisory Council (DSHAC) duties include the following:

1. Surveying and obtaining data in relationship to the number of minutes of recess during the day;
2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and Type II diabetes through coordination of health education, physical education and physical activity; nutrition services parental involvement; and instruction to prevent the use of tobacco;
3. Appropriate grade levels and methods of instruction for human sexuality instruction; and
4. Strategies for integrating the curriculum components specified by item 2 above with the following elements in a coordinated school health program:
 - a. School health services;
 - b. Counseling and guidance services;
 - c. A safe and healthy school environment; and
 - d. School employee wellness.

DSHAC met five times during the 2017-2018 school year: September 27, November 14, January 23, April 26, and May 15. The minutes to these meetings and meeting schedule for 2018-2019 are posted on 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*.

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 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. Parking stickers must be purchased by the student on his/her own initiative in the appropriate office. Middle School students are not allowed to drive.

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

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Security demands that students leave their vehicles immediately upon arrival in the parking lot. **No student without a pass from an administrator may enter the student parking lot during the day.**

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

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

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

SBISD Student 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

- 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 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 the use of or access of files, software, or other resources owned by others without the owner's permission. Students will use only those school network directories that are designated for their use or for the purpose designated by their teachers.
- 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.

Misuse of Technology Resources and the Internet

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 that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is District-owned or personally owned, if it results in a substantial disruption to the educational environment 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 <http://beforeyoutext.com>, a state-developed 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, or photographs 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 listservs (*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).

Possession of Personal Telecommunications and Electronic Devices

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

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

All personal telecommunications/electronic devices shall be set so that incoming calls, text messages, and the like do not impair the learning environment (i.e. make sound).

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

- Disrupt the educational process in the District
- Endanger the health or safety of the student or anyone else
- Invade the rights of others at school
- Involve illegal or prohibited conduct of any kind
- Compromise or circumvent the district network and/or data security

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

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

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

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

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

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 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.
- 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.
- 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.
- 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.

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

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

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

ACADEMIC INFORMATION

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

Human Sexuality Instruction

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

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

- (1) a summary of the basic content of the district's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;
- (2) a statement of the parent's right to:
 - a. review curriculum materials as provided by Subsection (j); and
 - b. remove the student from any part of the district's human sexuality instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
- (3) information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the local school health advisory council established under Subsection (a).

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

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

Middle School – It's Your Game, Keep It Real www.itsyourgame.org

High School – Reducing the Risk www.etr.org

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

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

Letters will be sent home prior to the presentation of curriculum materials informing parents of program details. Parents are encouraged to participate in the District School Health Advisory Council (SHAC). Meeting information can be found on page H-31 and District webpage at [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 content and assessments developed specifically to meet Texas standards. Original credit courses offered during the school day must meet a minimum student enrollment number for the course to make.

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 \(LEGAL\)](#), [\(LOCAL\)](#)]

Schedule Changes—Secondary

Student–parent course selections determine the overall academic schedule for the school. The building principal requests for the following year the number of subject teachers based on the student course selections made prior to June 1. All schedule change requests initiated by the student or parent will **require a parent signature**. After that date the only courses students may drop or add are those necessary to work out errors or conflicts. If a student is enrolled in a course for which the prerequisites have not been met, **it will be the responsibility of the student to request a schedule change**. Schedule changes are made by the counselor with approval of the principal for the purpose of correcting errors in schedules, leveling classes (removing students from overloaded classes and adding to smaller classes), and making adjustments to eliminate conflicts. Reasonable access to the principal is granted. Requests of schedule changes rest upon the principal’s decision, due to the impact that may occur to class sizes and displacement of students school-wide.

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

Academic Programs and Services

Bilingual Education, Dual Language, and ESL Programs

When a student indicates that he or she speaks a language other than English on the Home Language Survey, the state requires that a language proficiency test be administered. In grades K-5, an oral proficiency test is administered. In grades 2-5 an additional norm-referenced test is given. An LPAC (Language Proficiency Assessment Committee) meets to recommend student placement in either a bilingual or an English as a Second Language (ESL) program for students who qualify. Written parent permission is required for a student to receive bilingual or ESL services. The approval is considered valid until the student meets exit criteria as described by law, graduates from high school, or the parent requests a change in program placement.

Bilingual Education and Dual Language 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 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 request they be in the Dual Language program. In grades PK-2, an additional Vietnamese Bilingual program is offered for native Vietnamese speakers.

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

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. ESL programs are offered daily at all of our elementary campuses. English Learners (ELs) are grouped heterogeneously. The ESL program accelerates English language acquisition through the use of sheltered instructional strategies appropriate for the student's language proficiency level. Teachers plan and deliver lessons that allow English language learners 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 English language learners 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, modify the pacing and methods of instruction and use accommodated materials.

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

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

Gifted and Talented (G/T) Program

The Gifted and Talented (G/T) program is designed to meet the needs of students who are gifted in the area of intellectual ability. Specialized services are also provided for students determined to be highly gifted. The G/T evaluation process for the elementary program occurs once a year and includes determining if students qualify for highly gifted services. Highly gifted services are provided on students' home campuses and through the Spring Branch Academic Institute. Students must qualify to apply for the Spring Branch Academic Institute, and entrance takes place through a lottery. Screening for the secondary program occurs during the first semester for current students, for services to begin the following year. Parents, students, or school personnel may refer students for screening by contacting the school counselor and notifying him/her of the referral for a specific student. Selection of students for G/T is based on multiple criteria. Contact the counselor to refer a student or request information about the program. Transfer students from gifted programs in other districts will receive information regarding SBISD gifted and talented program from the counselor at registration. G/T courses are available in language arts, mathematics, science, and social studies at all schools. Secondary G/T services are offered through Pre-AP/AP courses.

Spring Branch Academic Institute

Spring Branch Academic Institute (SBAI) provides highly, exceptionally, and profoundly gifted children an advanced educational opportunity matched to their individual abilities, strengths, and interests. SBAI classes provide individualized instruction at the appropriate pace, depth, and complexity needed by highly gifted students in a multi-aged setting. This school is accessed through the SBISD Advanced Academics Department. Applications are made through the Gifted and Talented Program and qualification is based on criteria which includes individual student IQ testing results at specific levels.

SBAI utilizes a school-within-a-school structure with campuses located at Valley Oaks Elementary and Stratford High School. Students also attend Spring Forest Middle School during the middle school years for elective courses. Spring Branch Academic Institute currently serves kindergarten through ninth grade students (2018-19) and will expand each year by adding one additional secondary level until the school serves students kindergarten through twelfth grade. All reading, mathematics, science, and social studies will take place at the secondary school location which is Stratford High School. Each student progresses according to their own individualized educational program. This includes gifted and talented curriculum along with appropriate course acceleration.

Special Education and Related Services

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

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

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

Section 504 Services and Accommodation Plans

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

Section 504 of the *Rehabilitation Act of 1973*

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

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

Eligibility for the Protection of Section 504

An “individual with a disability” is any person who:

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

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

Section 504 Grievance Procedure—SBISD

SBISD does not discriminate on the basis of disability in admission, access to services, or treatment in its programs and activities. Any complaints of discrimination in violation of federal law should be addressed through the procedure set forth in [Board Policy FNG \(LOCAL\)](#), with the exception that the Level Two appeal shall be heard by the Section 504 Coordinator. A paper copy of the policy may be obtained by contacting Kristin Craft, Ed.D.; Chief Academic Officer; 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 Joni Warren, Director of Special Education; 713-251-1702; West Support Center, 2100 Shadowdale; Houston, Texas 77043.

Identifying Students with Dyslexia

In accordance with State Board of Education Rule and the Revised Procedures Concerning Dyslexia, prior to testing a student individually for dyslexia and/or prior to providing a student with dyslexia services, the District must refer and evaluate under Section 504. If the student has dyslexia, the 504 Committee also determines whether the student has a disability under Section 504. Whether a student is eligible for Section 504 services

and/or accommodations is a separate determination from the determination that the student has dyslexia. If a 504 eligible student is determined by the 504 Committee to need special education in order to receive educational benefit, a special education referral should be initiated. Should a student already be special education eligible, a dyslexia evaluation for that student must occur under the direction of the Admission, Review, and Dismissal (ARD) Committee.

District dyslexia services support identified students with dyslexia within the school day at all SBISD schools. Highly-trained dyslexia support teachers arrange schedules to meet the needs of identified students. As students advance through the grade levels, consultant services may continue even after direct services are no longer needed by the student. This ensures students and parents of continued progress monitoring.

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.
 - * The student does not receive special education or Section 504 services but is identified with dyslexia.

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.

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 for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or 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 special education or Section 504 services is:

Contact Person: Joni Warren, Director of Special Education
Telephone Number: 713-251-1702.

Additional Information

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

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

Advanced Academic Programs—Secondary

Pre-Advanced Placement / Advanced Placement Programs

Pre-Advanced Placement (Pre-AP)

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

Pre-AP is a set of content-specific strategies designed to:

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

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

Advanced Placement—Grades 9-12

Advanced Placement (AP) courses are college-level courses based on College Board curriculum. They are fast-paced and require more academic dedication and homework than Grade Level courses. They are rigorous and challenging, and build high-level critical thinking skills in specific content areas, culminating in a College Board AP exam. Weighted grades are awarded for AP courses in the four core subject areas (Language Arts, Math, Science, and Social Studies). Participation in these courses is outlined in the Pre-AP/AP Parent/Student Contract.

Pre-AP/AP Open Access Guidelines

The purpose of the Pre-AP/AP entrance and exit guidelines is to provide information to parents and students and to facilitate student success in academically challenging courses. While Pre-AP/AP courses are open to any student wishing to enroll, parents and students should consider the profile of students who typically experience success in Pre-AP/AP courses. **The decision to enroll in Pre-AP/AP courses ultimately rests with the parents and the students.** Pre-AP/AP classes in Spring Branch Independent School District stimulate and challenge students to perform at an advanced academic level. Therefore, Pre-AP/AP coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside the classroom.

Entrance Guidelines for Pre-AP/AP Courses

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

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

Exit Information regarding Pre-AP/AP Courses

- With the exception of a few semester AP courses, Pre-AP/AP courses are designed as full year courses. Students who enroll in these courses will be required to complete both semesters in the Pre-AP/AP course, unless they exit due to a grade of “D” or “F” (below 75). Dropping a course with a grade of 75 or greater requires principal approval and will only be considered in extenuating circumstances.
- The opportunities for a student to choose to exit a Pre-AP/AP class are limited to the 1st formal grading period (six weeks or nine weeks) and at the end of the 1st semester. Each campus will establish guidelines for when and how students can request to drop Pre-AP/AP classes within the first formal grading period.
- Students should consider choosing to exit a Pre-AP/AP course if they are not maintaining at least a “C” average. This decision requires parent/guardian approval.
- If a student’s grade in a Pre-AP/AP course falls below a 70 (failing) at the end of any formal grading period (six weeks or nine weeks), the student will be removed from the Pre-AP/AP course unless otherwise recommended by the building principal. Reassignment from a Pre-AP/AP course to a Grade Level course will be recommended by campus personnel.

- For Pre-AP/AP courses for which there are no Grade Level equivalents, students must have at least a “C” average to remain in the course at end of the 1st six weeks. The parent/guardian of a student with a “D” average who wishes to remain in the course must sign a statement documenting that they understand the student will not have the opportunity to exit the course until the end of the semester.
- If, at the end of the 1st semester, the student is earning a “D” or lower (below 75 average) and desires to drop the course where there is no equivalent Grade Level course, the student will select an elective based on availability and the ability to earn credit based on attendance 90% of the designated time.

Parent/Student Contract

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

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 from 44% to 72% by 2022.

Activities and accompanying 2018-2019 dates designed to support T-2-4 are listed below:

Date	Activity
July 1	Apply Texas and Common Application Sites Open for Work on College Applications
September 22	Parent U—Secondary
October 1	FAFSA & TAFSA Application Sites Open
October 8	College Night
October 10	PSAT Test School Administration
October 15	Class Rank Decision Deadline
October 20	Parent U—Elementary
November 14-15	Career Day—8 th grade
January 16	Transition Day for Middle School to High School
January 30	Transition Day for Elementary School to Middle School
February 4-8	National School Counseling Week
March 6	School Day SAT
TBA*	Armed Services Vocational Aptitude Battery Test

**please contact campus counselor for information*

Dual Credit / Dual Enrollment

Dual Credit—On or Off Campus

A student may enroll in academic and/or technical courses for college credit before graduating from high school. Students receive both high school and college credit on successful completion of these courses. Grades earned will be used in calculating grade point averages and class rank. **There is no limit on the number of credits a student may earn in this manner** Students may take up to two courses per semester unless limit is waived by the principal.

The benefits of this program include:

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

Dual Credit—On Campus

To qualify, a student must:

- Enroll online at an Institution of Higher Education (IHE) with which Spring Branch ISD (SBISD) has an agreement (e.g. Houston Community College System)
- Be responsible for purchasing required textbooks
- Submit scores from the Texas Success Initiative (TSI) or show exemption by way of SAT, ACT, or STAAR end-of-course (EOC) scores. Exemption scores are:
 - SAT:** Administered after March 5, 2016:
min 480 on Evidence-Based Reading & Writing;
min. 530 on Mathematics
 - ACT:** English – 19; Mathematics – 19; Composite – 23
 - STAAR:** English II EOC – 4000
- Students who do not meet exemptions for TSI will have to take the Texas TSI assessment for placement in college level courses

Some advanced coursework will require additional testing by IHE as a prerequisite.

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

Dual Credit—Early College Program

SBISD also has a districtwide Early College Program in which students take college courses at HCC Northwest College at Spring Branch or, if attending Stratford High School, take HCC college courses at the high school campus. Please see your high school counselor for more information.

Dual Credit—Off Campus

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

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

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

TO RECEIVE CREDIT for the course from SBISD, a student must provide a college transcript showing the numerical grade assigned. No credit will be granted for a failing grade. The grade assigned on the transcript will become the grade recorded on the student's high school transcript, but will not be used to determine class rank.

Dual Credit GPA Points

In the 2013-2014 school year, the District decided to weight grade points in dual credit English, mathematics, science, and social studies classes beginning with students who started high school in 2014-2015.

Dual Credit Fees

The Houston Community College Board of Trustees has waived fees for dual credit students. SBISD dual credit students take their coursework free of charge. Students are still required to purchase textbooks and materials for their dual credit courses. Scholarships may be available on an individual basis.

Dual Enrollment—University of Texas OnRamps

OnRamps is an innovative dual-enrollment program that is coordinated through the University of Texas dedicated to preparing students for postsecondary success.

- Each course is taught using a hybrid delivery.
- Students meet university-level college readiness standards and have the opportunity to earn UT-Austin credit from a UT faculty member and high school credit from their local teacher.
 - * The high school grade includes all homework, projects, and tests assigned during the course.
 - * The college grade includes only those tests and projects included in University's college course.
- All coursework can be applied to the Texas Common Core which are guaranteed to transfer to any Texas Public Institution.

The OnRamps student:

- Shows signs of maturity and responsibility
- Is self-disciplined
- Completes work on time or before work is due
- Has access and ability to utilize a computer
- Is able and willing to work independently
- Is able and willing to work collaboratively

Please check with your campus for a list of UT OnRamps offerings.

International Baccalaureate (IB)

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

IB Courses are offered at two levels: Higher Level (HL) and Standard Level (SL). Both levels explore coursework in great depth and detail while providing a rigorous, broad and balanced curriculum. These courses are taught over a two-year period. In the fall of their senior year, students will declare the level for each class and take the subject-specific exams in May of their senior year. This distinction allows students to select classes which allow them to pursue areas of strength and interest while challenging them to “stretch” in areas that are more challenging. The end result is a well-rounded student with greater preparation for college coursework.

To earn the IB Diploma Programme (DP):

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

To earn the IB Career-related Programme Diploma (CP):

- A student must successfully complete 2-4 IB courses (either Higher Level or Standard Level or a combo), sit for the exam, and earn a score of 3 or higher.

- Students must complete Internal Assessment criteria during the course and sit for an External Assessment exam at the end of their 11th or 12th grade year.
- A final requirement is the completion of the following IB CP-specific coursework: Professional and Personal Skills course, the Reflective Project, the Language Development Portfolio, and the Service Learning Portfolio.

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

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

Additional District Programs

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

The Guthrie Center for Excellence—*Grades 9-12*

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

Spring Branch Academy of Choice—*Grades 9-12*

Spring Branch Academy of Choice (AOC) is a campus of choice established by the district for the benefit of students who desire personalized, non-traditional learning opportunities. Students who attend AOC classes are enrolled at AOC, by transferring from their home campus. AOC students will receive their diploma from their home campus, and are eligible to participate in all activities offered from their home campus.

Phoenix Academy at AOC

Phoenix Academy is based on the instructional program of the nationally known Summit Schools. Students begin their day with 90 minutes of “Personalized Learning Time (PLT).” During this block, students learn the content knowledge they need for all their core courses through a combination of online playlists (diverse learning resources including texts, videos, presentations, exercises), peer-to-peer coaching, and one-on-one tutoring from their teachers. Students utilize Summit’s Personalized Learning Platform to set goals, access learning resources, submit work and track their progress. Students learn at their own pace. After participating in elective courses offered at AOC, they return to Phoenix classrooms for Project Time which accounts for 70% of their overall work plan. Each student is assigned a teacher who serves as a mentor. The mentor visits with each mentee frequently to review progress on their individualized personal learning plans. Students attending Phoenix will also have opportunities to take courses in connection with the Houston Community College to earn credits toward multiple career certifications.

Personalized Learning (PL) with an emphasis on STEM is the instructional focus for the middle school. The instructional delivery will occur through the Summit Personalized Platform. Instructional content is delivered in a variety of methodologies within the PLP. Data drives the instructional decisions regarding the needs of each student. Students are able to work at their own pace and choose method(s) of learning that works best for them. Teachers utilize small group instruction and one-on-one strategies to support the students in their learning. Students learn the content through “focus areas” and cannot move forward through the curriculum until they demonstrate mastery with a minimum of 80% in each focus area. Additional focus areas and challenge areas are available to provoke deeper thinking. These upper level focus areas are intended to prepare students for Advanced Placement exams.

District Programs of Choice

Cornerstone Academy—Grades 6-8

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

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 Pre-Advanced Placement level. Middle school students at WAIS are restricted from participation in UIL athletics.

KIPP Courage College Prep—Grades 5-8

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

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. Guiding the work of KIPP is a commitment established by its co-founder Mike Feinberg to teach students to "Work Hard and Be Nice."

KIPP is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life. There are currently 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—Grades 6-8

YES Prep Northbrook is a school-within-a-school program at Northbrook Middle School serving grades 6-8. YES Prep Northbrook's comprehensive educational program features personalized attention from dedicated teachers who are available anytime for support, enrichment activities, rigorous college prep curriculum, and parental involvement opportunities to guide each student to make and achieve success beyond high school.

The mission of YES Prep Public Schools is to ensure that each of the graduates successfully completes a four-year college or university and earns a degree. To that end, the curricular program 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.

YES Prep Northbrook High School—Grades 9-12

YES Prep Northbrook High School is a school-within-a-school program at Northbrook High School.

Academic Support

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

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

- selecting courses which help prepare them for successful transitions;
- selecting colleges, universities, technical institutes, or career choices;
- applying for entrance exams, scholarships, grants, and/or financial assistance;
- if interested in military service, taking the Armed Services Vocational Aptitude Battery test and consultation with a military recruiter (available at each high school campus to students in grades 10-12).

Student Crisis and Welfare Intervention

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

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

For more information contact Natalia Fernández, Director, System of Care, 713-251-2434.

Suicide Awareness

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

- www.texassuicideprevention.org
- <http://www.dshs.state.tx.us/mhservices-search/>

Support Services

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

Homebound Services

Any student who is expected to be confined at home or hospital bedside for a minimum of four weeks (the weeks need not be consecutive) due to medical reasons only that are documented by a physician may be eligible for homebound services. The student, however, must be free of infectious disease and there must be an adult in the home at the time of the teacher's visit.

Students served through general education, including Section 504 eligible students, will be considered for homebound instruction through the General Education Homebound committee. Parents of these students should contact their home campus designated Student 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 by the school. Students are personally responsible for each book issued them and must pay for lost, stolen, or damaged books. Students are not to write in the textbooks. **Students are responsible for checking their condition, noting any prior damage, and placing their name inside the front cover.** Students whose book record is unclear will not receive textbooks for the next academic year.

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

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

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

Library Learning Commons

The Library Learning Commons provides students with access to reading materials, digital devices, and electronic resources. As the school's hub of learning, reading, and digital exploration, students are warmly welcomed. The Library Learning Commons offers access to a variety of resources for research, study, exploration, and connection to the world.

Digital devices are available for students to use and also check out. Books are available in print and electronic format. District-purchased electronic resources and eBooks can be accessed 24/7 from the District website <https://www.springbranchisd.com/studentsfamilies/library>. These resources assist students in their academic success at SBISD and beyond. Students are accountable for the care of and their behavior on digital devices. Students are responsible for lost or damaged books and/or digital devices.

Driver Education

Driver Education is an after-school program offered at each of the four traditional high schools for a fee. This program is a non-credit course and the student must be fifteen on or before the first day of the class. Additional information is available at each school or from the Department of Community Education <https://www.springbranchisd.com/engage/community-education/drivers-education>.

Substitute Teachers

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

Grading System

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.

Grading System—Elementary

Grade Reporting

Evaluation for Prekindergarten and Kindergarten

Checklists: The use of checklists allows teachers to see patterns emerging over time from the observations. Class checklists can be used to record student participation in various activities as well as to record what the child has learned. Teachers may develop their own marking codes that will be meaningful to them. Examples of codes which teachers have used are:

S – secure	+ can do this independently	U – usually
B – beginning	✓ can do this with help	O – occasionally
N – not yet	– not doing this yet	W – working on

Grades 1-5 Academic Grades

Numerical grades are required in language arts, mathematics, social studies, and science for grades 1-5. All grades earned by a student should be recorded as the actual number grade or percentage the student answered correctly. A classroom teacher shall not be required to assign a minimum grade for an assignment, cumulative grade, or in the student's permanent record without regard to the student's quality of work. The average for the year is to be calculated with the grades on the report card.

Actual grades must reflect mastery of grade level content, not work habits. The evaluation codes defined below are guidelines for grading in all academic subject areas:

90–100	(A)	=	Excellent Progress
80–89	(B)	=	Good Progress
75–79	(C)	=	Average Progress
70–74	(D)	=	Limited Progress
69 or below	(F)	=	Failing Grade

Additional detail regarding grading in enrichment areas may be found in the [Elementary Grading Expectations](#).

Conduct Grades—Grades 1-5

- E** – Always follows class rules, never disruptive in class, always tries his/her best and has a positive attitude in class, always on task
- S** – Usually follows class rules, rarely disruptive in class, usually tries his/her best and usually has a positive attitude in class, usually on task
- N** – Needs to improve
- U** – Rarely follows class rules, is disruptive in class, rarely tries his/her best and rarely has a positive attitude in class, rarely on task

Grading System—Secondary

Numerical Grades

Numerical grades will be reported in accordance with state law:

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

Incomplete Grades

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

Conduct Grades

Conduct grades may affect participation in school activities:

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

Class Rank

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

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

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

The class rank for a graduating student shall not be officially reported on a student's academic transcript, with the exception of a student in the top ten percent of the class as required by law, unless the student requests in writing on or before October 15 of each school year to have his or her class rank reported. For students who request inclusion of class rank on their transcripts, class rank shall be determined by a weighted grade point system established by the District, and grades earned in approved District distance learning/virtual courses taken as part of the normal course load (the number of periods in a normal school day as established by each campus) shall be included in the calculation of class rank. Grades earned in approved District distance learning/virtual courses in excess of the normal course load shall not be included in this calculation.

Honor Graduate Certificate and Declaration

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

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

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

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

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

Weighted Letter/Numerical Grades

Credit requirements for graduation must all be **state-approved**. The calculation of a high school student's grade point average for rank in class is based on grade points assigned as follows:

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

- * P – Advanced Placement
- Q – Pre-Advanced Placement
- I – International Baccalaureate (IB)
- D – Dual Credit (effective for students entering high school in 2014-2015)

Weighted grade points (P, Q, I, D) may be awarded for only one course in each of the four core curricular areas (English, Mathematics, Science, and Social Studies) per year in grades 9-12.

Grade Point Average (GPA)

- Is determined by dividing the total grade points by the number of semester courses.
- Both grades, the failing grade and the retake grade, for courses repeated to regain credit are included in calculating the GPA.
- Only courses taken in high school during the regular school day will be counted for GPA purposes. This means such courses as original credit summer school courses, correspondence courses, and on-line courses not taken during the school day will count for credit but not for GPA. The only exception is for courses that have to be repeated due to failure, which are included in GPA regardless of setting.
- Grades from high school courses brought forward from middle school do not count in high school GPA.

Class Rank and Grade Point Average (GPA) are calculated using the semester averages from ninth, tenth, eleventh, and first semester of the twelfth grade.

Ten Percent Rule

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

- Completes the 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.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon enrolling in their first course that is eligible for high school credit, 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.

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

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 *Elementary Grading Expectations*.

In grade 5, according to the requirements of the Student Success Initiative (SSI), satisfactory performance (Approaches Grade Level) on grade 5 state reading and mathematics assessments (STAAR) are criteria for promotion to grade 6.

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 at Wildcat Way School for Early Learning. 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.

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

Single subject acceleration is only available for mathematics.

Credit Requirements—Grades 6-12

Course Credit—Grades 6-12

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

- Students may be promoted only on the basis of academic achievement. A district may not grant social promotions;
- Students must maintain a grade average of 70 on a scale of 100 in order to receive credit for the course;
- Students must achieve mastery of 70% of the Texas Essential Knowledge and Skills for each course;
- A student not in attendance 90% of the days the class is offered is at risk of loss of credit; [Board Policy FEC \(LOCAL\)](#)
- Regardless of loss of credit due to excessive absences the grade will be recorded on the student transcript and will be included in computing class rank.

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

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

For LOTE 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.

<https://www.springbranchisd.com/about/departments/academic-performance/connective-academics/eslbilingual/languages-other-than-english-lote>

Repeating a Course—Grades 6-12

SBISD does not encourage a student to repeat a class during the regular school year for which credit has been earned. Additional credit may not be earned for repeating the class; however, the grade is recorded on the transcript. In high school the repeat grade is calculated into class rank if a grade below 85 was earned the first time the course was taken. [Board Policy EIE \(LOCAL\)](#).

Credit Requirements—Middle School Grades 6-8

Grade Level Courses—Grades 6-8

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

- a. Academics 6-8: language arts, mathematics, social studies, science, and athletics/health fitness*.
- b. Electives: Individual middle school campuses will offer a wide variety of electives that could include the following:
 - Fine Arts (art, music, theater arts)*
 - Career & Technical Education
 - Technology Applications
 - Languages Other Than English (LOTE)

* Students must complete four semesters of Health Fitness/Athletics during middle school. One Fine Arts class is required while in middle school.

Advanced Courses—Grades 6-8

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

Middle School Promotion

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

In the event a student does not meet requirements for promotion, a Grade Placement Committee (GPC) will be formed. The GPC is a campus committee composed of the principal or the principal's designee, the student's teacher, and a parent or guardian. The GPC convenes for each student who fails to meet the promotion requirements including demonstrating proficiency on the second administration of the state test in reading or mathematics. The GPC has a decision-making responsibility concerning accelerated instruction, promotion and retention, and review upon appeal by a parent whether to promote or retain a student.

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

1. Establish a Grade Placement Committee that must include the student's parent.
2. 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.

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

Academic Credit for Middle School Coursework

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

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

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

Grade Level Classification in High School

The number of credits required for classification purposes follows University Interscholastic League (UIL) guidelines. All students entering high school from middle school will be classified as 9th graders for the first year regardless of the number of high school credits earned in middle school or through credit by examination.

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

9 th Grade	0 state credits
10 th Grade	5 state credits
11 th Grade	11 state credits
12 th Grade	17 state credits

In addition to the above, all students classified as seniors must be able to fulfill graduation requirements by the end of the school year (defined as August 1–July 31) in which they are classified as seniors, including summer graduation.

Graduation Ceremony: In order to participate in the graduation ceremony, each student must have met **all** graduation requirements, including passing all required courses and mastery of appropriate state assessments.

Correspondence Courses—Grades 9-12

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

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

Credit by Examination—Grades 9-12

Credit by Examination is offered for two different groups: students with prior instruction in the class and those without. Four opportunities will be given to earn State-approved credit per year. Students must apply through their counselor and obtain approval to test prior to the testing date. Students who test without prior approval may not be granted credit.

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. A maximum of two credit units may be earned during summer school. (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](#).

Student Progress—Elementary

Report cards are issued after 9 weeks. A parent conference is scheduled at the end of the first reporting period or can be arranged upon request. Conferences are **required** at the end of the year for students at risk of grade retention.

Interim progress reports shall be issued for all students after the third week of each grading period. Each teacher of a student in K-5 who is failing, near failing, or who has had a significant drop in grades (two or more letter grades) at any point in the grading period shall notify the student's parents by sending an unsatisfactory grade notice.

Student Progress—Secondary

Progress Reports

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

Report Cards

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

Teacher/Parent Conference

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

Make-Up Work

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

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

1. Students who miss class must make up the work. Students will receive credit for make-up work except in the case of a documented truancy.
2. It is the student's responsibility to make arrangements with teachers for make-up work prior to or immediately upon returning to class.

3. Make-up work, especially tests, may be of an alternate version to more accurately measure what the student has learned.
4. Students who have pre-approved absences are expected to notify the teachers of the classes they will miss in advance and request assignments. With secondary schools on different class schedules, each school shall establish a schedule for when make-up assignments are due for pre-approved absences. This schedule will not exceed the number of days allowed for other types of excused absences listed below.
5. All make-up work from the prior grading period must be completed and a grade assigned before the next grade report (progress report or report card).
6. Whether a student is absent one or five days, make-up assignments and tests must be completed. Make-up assignments for absences will include the following schedule (unless prior principal approval is received):
 - 1st day absence..... day following return to class
 - 2nd day absence..... 2 days after return to class
 - 3rd day absence 3 days after return to class
 - 4th day absence 4 days after return to class
 - 5th day absence 5 days after return to class
 - 6th day absence 5 days after return to class, unless prior approval given by principal.
7. Students who receive home-based instruction will receive full credit for all assignments completed.

Tutorials / Help Sessions

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

Honors Night

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

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.

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 30 minutes per day or 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.

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

Health Fitness Exemption

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

Local Assessments

Teacher Assessments

Teachers will be involved in a continuous assessment of the students assigned to them. These 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.

Weekly, Six Weeks, and/or Unit Tests

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

Semester Exams—Grades 6-12

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

District Assessments

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, iStation, Developmental Reading Assessment DRA/EDL 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

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 three times a year to students in grades K-8 in the areas of reading, math, language, and science.

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 2011-2012 school year, the Texas Education Agency implemented the State of Texas Assessments of Academic Readiness or STAAR tests. The STAAR tests for elementary students in grades 3, 4, and 5 test students in reading, mathematics, writing, and science. The STAAR tests for secondary students in grades 6 through 8 test students in reading, mathematics, writing, science, and social studies. 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.

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.

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

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

Possession of telecommunication devices during state testing is prohibited.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the progress that English Learners make in learning the English language. TELPAS is composed of holistically-rated assessments and multiple-choice assessments. The TELPAS holistically-rated assessments are based on student observations and written student work. Holistically-rated assessments are administered for grades K-1 in listening, speaking, writing, and reading; and for grades 2-12 in writing. Beginning in the 2017-2018 school year, holistic ratings for TELPAS listening and speaking for grades 2-12 will be determined through online interactive assessments. In addition, the multiple-choice reading assessments for grades 2-12 are also administered online.

Possession of telecommunication devices during state testing is prohibited.

State Testing Schedule for 2018–2019

DATE	STAAR
December 3	English I
December 5	English II
December 7	STAAR make-up sessions for Dec. 3 & 5 assessments must be completed by the end of this day.
Assessment Window December 3-7	Algebra I Biology U.S. History
Assessment Window late January–early March	National Assessment Educational Progress (NAEP) Assessments (selected sample): Reading (grades 4, 8, and 12) Mathematics (grades 4, 8, and 12) Science (grades 4, 8, and 12) High School Transcript Study
Assessment Window February 25–April 5	TELPAS Grades K-12 (Listening, Speaking, Reading, and Writing)
Assessment Window April 1-19	STAAR Alternate 2 (grades 3-8 and EOC)
April 9	Grade 4 Writing (<i>English & Spanish</i>) Grade 7 Writing Grade 5 Mathematics (<i>English & Spanish</i>) Grade 8 Mathematics English I
April 10	Grade 5 Reading (<i>English & Spanish</i>) Grade 8 Reading
April 11	English II
April 12	STAAR make-up sessions for April 9-11 assessments must be completed by the end of this day.
Assessment Window May 6-10	Algebra I Biology U.S. History
May 13	Grades 3-4 Mathematics (<i>English & Spanish</i>) Grades 6-7 Mathematics <i>Grade 5 Mathematics (retest) (English & Spanish)</i> <i>Grade 8 Mathematics (retest)</i>
May 14	Grades 3-4 Reading (<i>English & Spanish</i>) Grades 6-7 Reading <i>Grade 5 Reading (retest) (English & Spanish)</i> <i>Grade 8 Reading (retest)</i>
May 15	Grade 5 Science (<i>English & Spanish</i>) Grade 8 Science
May 16	Grade 8 Social Studies
May 17	STAAR make-up sessions for May 13-16 assessments must be completed by the end of this day.
June 24	English I
June 25	<i>Grade 5 Mathematics (retest) (English & Spanish)</i> <i>Grade 8 Mathematics (retest)</i>
June 26	English II <i>Grade 5 Reading (retest) (English & Spanish)</i> <i>Grade 8 Reading (retest)</i>
June 28	STAAR make-up sessions for June 24-26 assessments must be completed by the end of this day.
Assessment Window June 24-28	Algebra I Biology U.S. History

Dates subject to change per Texas Education Agency (TEA)

Per TEA revision dated September 11, 2017

February 19, 2018

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.

Preliminary SAT (PSAT 8/9)

(8th grade and Freshmen)
Wednesday, October 10, 2018

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

Sophomores and Juniors:
Wednesday, October 10, 2018

School Day SAT

Juniors: Wednesday, March 6, 2019

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.

Advanced Placement (AP)

May 6-10, 2019
May 13-17, 2019
Monday through Friday

International Baccalaureate (IB)

May 6-24, 2019

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: drivers license, student ID (with picture), or a description of the student signed by a counselor. Fee waiver information for qualifying students may be obtained from the counselor.

SAT Program Test

National Test Dates*	SAT Program Test
August 25, 26, 2018	SAT and Subject Tests
October 6, 7, 2018	SAT and Subject Tests
November 3, 4, 2018	SAT and Subject Tests, incl. Language w/Listening
December 1, 2, 2018	SAT and Subject Tests
March 9, 10, 2019	SAT only (No Subject Tests)
May 4, 5, 2019	SAT and Subject Tests
June 1, 2, 2019	SAT and Subject Tests

**Sunday test dates immediately follow each Saturday date for students who cannot test on Saturday due to religious observance..*

American College Testing Program (ACT)

September 8, 2018
October 27, 2018
December 8, 2018
February 9, 2019
April 13, 2019
June 8, 2019
July 13, 2019

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 Requirements

Graduation Program – Overview

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests is in place for all students who entered high school beginning in the 2014-2015 school year.

The program contains:

- A 22-credit Foundation Plan which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses

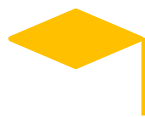
Foundation Plan (22 credits)

English (4 credits)	English I	English II	English III	An advanced English course
Mathematics (3 credits)	Algebra I	Geometry	An advanced math course	
Science (3 credits)	Biology	Integrated Physics & Chemistry or an advanced science	An advanced science course	
Social Studies (3 credits)	W. History or W. Geography	U.S. History	U.S. Government (.5 credit)	Economics (.5 credit)
Languages other than English (2 credits)	2 credits in the same language or 2 credits in Computer Science			
Physical Education (1 credit)	Fine Arts (1 credit)	Electives (5 credits)		

Foundation Plan with Endorsements (26 credits)

Spring Branch ISD encourages every student to graduate with at least one endorsement.*

Select an endorsement below to view specific graduation requirements:



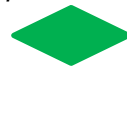
[STEM](#)



[Business/Industry](#)



[Public Services](#)



[Arts/Humanities](#)



[Multidisciplinary](#)

Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement	Performance Acknowledgments
• Foundation Program requirements	• dual credit course
• 4 credits in mathematics including Algebra II	• bilingualism and biliteracy
• 4 credits in science	• PSAT, ACT's PLAN, SAT, or ACT
• at least 1 endorsement	• Advanced Placement or International Baccalaureate exam
	• earning a nationally or internationally recognized business or industry certification or license

* A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

* A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

Source: Texas Education Agency Graduation Tool

Science, Technology, Engineering, and Mathematics (STEM) Endorsement 26 Credits

In order to earn a Science, Technology, Engineering, and Mathematics (STEM) Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, Algebra II, and one advanced mathematics
- 4 credits Science – Biology, Chemistry, Physics, and one advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

1-6 credits (depending upon pathway selected)

Select one of the options below.

Computer Science	4 credits
Mathematics	1 additional advanced mathematics credit beyond Algebra II
Science	1 additional advanced science
Career & Technical Education	Aerospace Engineering – Project Lead the Way
	Civil Engineering – Project Lead the Way
	Computer Integrated Manufacturing – Project Lead the Way
	Digital Electronics – Project Lead the Way

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Business & Industry Endorsement 26 Credits

In order to earn a Business & Industry Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

4-6 credits (depending upon pathway selected)

Select one of the options below.

Language Arts Electives	4 ELA elective credits with 3 levels in the same area
Technology Applications	4 credits
Career & Technical Education	Agriculture, Food & Natural Resources
	Architecture & Construction
	Arts, A/V Technology & Communications
	Business, Management & Administration
	Finance
	Hospitality & Tourism
	Information Technology
	Manufacturing
	Marketing

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Public Services Endorsement 26 Credits

In order to earn a Public Services Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

4-6 credits (depending upon pathway selected)

Select one of the options below.

Navy Junior Reserve Officers Training Corps (NJROTC)	4 credits
Career & Technical Education	Education & Training
	Health Science
	Human Services
	Law, Public Safety, Corrections & Security

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Arts & Humanities Endorsement 26 Credits

In order to earn an Arts & Humanities Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

2-3 credits (depending upon pathway selected)

Select one of the options below.

English Electives	3 credits beyond English IV
Fine Arts	3 additional credits beyond the one required credit
Languages Other Than English (LOTE)	2 additional credits beyond the two required credits
Social Studies	2 additional credits beyond the three required credits

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Multidisciplinary Endorsement 26 Credits

In order to earn a Multidisciplinary Endorsement, students must meet the following General Course Requirements, Pathway Requirements, and Additional Credit Requirements to earn a minimum of 26 total credits.

General Course Requirements

19 credits

- 4 credits English – ELA I, II, III, & one advanced English
- 4 credits Mathematics – Algebra I, Geometry, and two advanced math
- 4 credits Science – Biology, IPC or Chemistry or Physics, and two advanced science
- 3 credits Social Studies – World Geography or World History, U.S. History, Government & Economics
- 2 credits in same Language Other than English
- 1 credit in Physical Education
- 1 credit in Fine Arts

Pathway Requirements

1-4 credits (depending upon pathway selected)

Select one of the options below.

Four by Four	1 additional credit beyond the three required credits
Four total credits in: Advanced Placement (AP) or International Baccalaureate (IB) or Dual Credit	May be a combination of: English Mathematics Science Social Studies Economics Languages Other than English Fine Arts

Additional Credit Requirements

Remaining Credits to 26 – Choice Electives

[Credit Checklist](#) – This is a tool for monitoring your progress. Your counselor will maintain an official record of your coursework.

Distinguished Level of Achievement

Students must earn at least one Endorsement and successfully complete a 4th science + Algebra II
(Distinguished Level of Achievement required for top 10% consideration)

Career and Technical Education (CTE) Programs—*Secondary*

It is the policy of SBISD not to discriminate on the basis of race color, national origin, sex, or handicap in its educational and career and applied technology education programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Personal Graduation Plan

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

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

Early Graduation

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

Commencement Exercises

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

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

Non-graduates

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

Students who have met course and credit requirements, but lack mastery of the STAAR test, 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.

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 school counselor and the SBISD website. The best source of information about availability of scholarships and other financial aid is the Director of Financial Aid at a specific college. Submission of family financial aid on appropriate forms (FAFSA, TASFA and/or the CSS Profile) is determined by the college. Applications for financial aid (FAFSA) can be completed online at <http://www.fafsa.ed.gov/> beginning October 1st **of the student's senior year**. Each scholarship has its own specific criteria to determine eligibility.

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

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
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. 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 as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Definition

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

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Examples

Bullying of a student 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.

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FFI(LOCAL)-X

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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	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, counselor, principal, or other District employee.
Student Report	
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.
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, 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	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.
Bullying	
<i>Discipline</i>	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.
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.