

China Spring Elementary School



Student Handbook 2022-2023

China Spring ISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

Expect Excellence!

China Spring Elementary

11495 Wortham Bend Rd

Waco, Texas 76708

TBD

The Elementary Number will be updated on the website.

Dear Parents and Students of China Spring Elementary,

Welcome to the 2022-2023 school year! China Spring Elementary continues to serve the China Spring community with enthusiasm and pride. Academically, our students, faculty, and staff are united as we strive for excellence in all endeavors. We want our students to receive personalized educational experiences unlike any other school district and we want those experiences to be something they can't stop talking about.

This handbook has been prepared to serve as a convenient reference of information concerning your child's school. It provides information to assist our students and parents so they will have a successful, productive, and enjoyable year. This is not intended merely to be a manual of rules and regulations, but to point the way to the numerous opportunities offered within our school. Please read its contents carefully to become familiar with the information. Included are several forms whose completion is required by law. These forms will be provided to everyone at "Meet the Teacher," where all parents will be asked to complete and return the forms to the teacher as soon as possible. Other forms will be included in our online registration process.

This year we will continue to "Expect Excellence" from our students, faculty, and staff. Our campus theme for the year is China Spring Elementary: If you build it, they will come. #DaretoDream We will also expect the involvement of parents and community in our efforts. Let's work together to continue our tradition of excellence!

Kristen Dutschmann
Principal

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ACKNOWLEDGMENT OF ELECTRONIC DISTRIBUTION
OF STUDENT HANDBOOK

My child and I have been offered the option to receive a paper copy or to electronically access at www.chinaspringisd.net the China Spring Elementary Handbook and the *Student Code of Conduct* for 2022-2023.

I have chosen to:

- Receive a paper copy of the Student Handbook and the *Student Code of Conduct*.
- Accept responsibility for accessing the Student Handbook and the *Student Code of Conduct* by visiting the Web address listed above.

My child and I have reviewed the China Spring Elementary Student Handbook and the *Student Code of Conduct* for 2022-2023. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the *Student Code of Conduct*.

If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the principal, Kristen Dutschmann, at TBD or www.chinaspringisd.net.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Please sign and date this page or
a printed copy of this page
and return it to the student's teacher.

**NOTICE TO PARENTS: DIRECTORY INFORMATION, EXCEPTIONS
FOR SCHOOL-SPONSORED PURPOSES AND
NO CHILD LEFT BEHIND COMPLIANCE**

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

China Spring ISD has designated the following information as **Directory Information**: student name, address, telephone listing, electronic mail address, photography, date and place of birth, awards received, dates of attendance, grade level, and most recent educational institution attended.

The following is designated as **School-Sponsored Purposes**: name, photograph, grade level/enrollment status, participation in officially recognized activities and sports, and honors and awards received in school.

To be in compliance with the No Child Left Behind Act of 2001, the District will release the name, address, and telephone listing of your child to military recruiters and institutions of higher education, upon request unless specifically directed by you not to release this information.

_____ **NO**, the district **may not** release **ANY** information on my child. *(If checked "no," your child's picture and name will **not** be placed in yearbook, student directory, etc.)*

OR

_____ **YES**, the district may release **ALL** information on my child **for school sponsored and non-school purposes including the military.**

OR

_____ **YES**, the district may **ONLY** release information for school-sponsored purposes. *(This includes the yearbook, student directory, newspapers for school sponsored publications or awards, colleges and universities, etc.)*

Please note: The yearbook is published by the PTA and not by the school itself.

ONLINE NOTICE: Student's pictures, names, work, etc. - in alignment with Family Education Rights and Privacy Act (FERPA) - may be published online unless parents/guardians notify the campus principal in writing that they do not wish for student information to be shared. *If "NO," is checked above, student's picture, name, work, etc. WILL NOT be able to be placed online.*

Printed Name of Student: _____

Signature of Parent: _____ Date: _____

STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

It is important that parents and schools work together as partners to create a positive learning environment for students. This partnership will take a commitment on the part of the principal, teacher, parent, and student. In order to help facilitate this partnership, China Spring ISD will continue to use a School Compact for the 2022-2023 school year. The compact is an agreement (or a contract) between school and home that outlines the responsibilities of the principal, teacher, parent, and student that are required in order to create a successful learning environment.

A copy of the School-Student-Parent Compact follows this memo. **Parents and students should read over the responsibilities and sign in the appropriate location.** The signed School Compact will be kept at the campus level until the end of the 2022-2023 school year. If parents have any questions, they can contact their child’s campus principal or classroom teacher.

My child and I have received a copy of the China Spring Elementary Student Handbook and the ***Student Code of Conduct*** (last set of white pages within the Student Handbook). I understand that the handbook contains information that my child and I may need during the school year. I also understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the ***Student Code of Conduct***. If I have any questions regarding this handbook (or Code of Conduct), I will direct those questions to the principal by calling TBD.

I acknowledge the receipt of the Student Handbook and the *Student Code of Conduct*:

Printed Name of Student

Parent Signature

Date

SCHOOL - PARENT COMPACT

2022-2023 PARTNERSHIP PLEDGE

A School- Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure that all of our students reach or exceed grade-level standards. This compact continues to grow and evolve throughout the year.

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction.
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

The parents, students, and staff of China Spring Elementary School meet yearly to discuss student learning needs based on current grade-level data. Our School-Parent Compact for Achievement is revised based on these strategies, parents add ideas to make them more specific, and students identify ways to support their learning goal.

SCHOOL-PARENT COMPACT FOR ACHIEVEMENT

2022-2023



P – Pervserverance
R – Respect
I – Integreity
D – Determination

China Spring Elementary is committed to frequent two-way communication with families about children's learning. Some of the ways parents and teachers communicate all year are:

- Updates on the school web site and current grades in parentportal
- Cougar Tracks goes home every three weeks
- Parent-teacher conferences
- SeeSaw/Schoolology/Email

Building Partnerships

- Watch Dogs
- Postive Adults Working with Students (PAWS)
- Copy Parent
- Room Parents
- PTA
- China Spring Cares
- Education Foundation

*If you are willing to volunteer in any capacity, make sure to fill out the form on the website each year.



secondary success.

Goal 2: China Spring ISD will relentlessly pursue effective engagement with families and the community to foster shared responsibility for student achievement.

Goal 3: China Spring ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Goal 4: China Spring ISD will recruit, develop, and retain highly effective school leaders, teachers, and staff which reflect the rich diversity of the students CSISD serves.

School Goals

Goal 1: China Spring Elementary will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

Goal 2:China Spring Elementary will relentlessly pursue effective engagement with families and the community to foster shared responsibility for student achievement.

Goal 3: China Spring Elementary will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety, wellness, and order.

Goal 4: China Spring Elementary will recruit, develop, and retain highly effective school leaders, teachers, and staff which reflect the rich diversity of the students CSISD serves.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet the challenge State academic standards. We

- their maximum educational potential
- Strive to be aware of children's unique needs and create a safe and productive environment
- Communicate regularly with parents on their child's progress
- Involve parents regularly in decisions relating to the education of their children

Parents Pledge

- Send child to school on time and prepared to learn
- Be active and participate in school activities, such as annual Title I Meeting, parent/ teacher conferences, parent education programs, and activities
- Encourage child to complete all assignments at school and ensure child completes all homework assignments
- Work closely with classroom teachers to ensure the success of their child
- Support school rules
- Take a stand against drug and alcohol abuse

Student Pledge

- Attend school regularly
- Be an active participant in his/her own learning
- Be a responsible learner
- Complete all classwork and homework
- Follow school rules and promote school safety

ESCUELA - PACTO PARA LOS PADRES

2022-2023 COMPROMISO DE ASOCIACIÓN

¿Qué es un pacto entre la escuela y los padres?

Un Pacto entre Escuela y Padres para el Logro es un acuerdo que los padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres y los maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen o superen los estándares de nivel de grado. Este compacto sigue creciendo y evolucionando a lo largo del año.

- Enlace a las metas del plan de mejoramiento escolar
- Centrarse en las habilidades de aprendizaje de los estudiantes
- Describir cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades utilizando un currículo e instrucción de alta calidad.
- Comparta estrategias que los padres pueden usar en casa
- Explicar cómo los maestros y los padres se comunicarán sobre el progreso del estudiante
- Describir oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases.

Desarrollado conjuntamente

Los padres, los estudiantes y el personal de la Escuela Primaria China Spring se reúnen anualmente para analizar las necesidades de aprendizaje de los estudiantes en función de los datos actuales del nivel de grado. Nuestro acuerdo entre la escuela y los padres para el logro se revisa en base a estas estrategias, los padres agregan ideas para hacerlas más específicas y los estudiantes identifican formas de apoyar su meta de aprendizaje.

Los padres son bienvenidos a contribuir con comentarios en cualquier momento.

Compromiso de la escuela primaria China Spring

- Enseñar los conocimientos y habilidades esenciales de Texas para que los niños puedan alcanzar su máximo potencial educativo
- Esforzarse por estar al tanto de las necesidades únicas de los niños y crear un ambiente seguro y productivo
- Comunicarse regularmente con los padres sobre el progreso de sus hijos
- Involucrar a los padres regularmente en las decisiones relacionadas con la educación de sus hijos

Compromiso de los padres

- Enviar al niño a la escuela a tiempo y preparado para aprender

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- Manténgase activo y participe en las actividades escolares, como la reunión anual del Título I, las conferencias de padres y maestros, los programas de educación para padres y las actividades.
- Anime al niño a completar todas las tareas en la escuela y asegúrese de que el niño complete todas las tareas asignadas
- Trabajar en estrecha colaboración con los maestros de clase para garantizar el éxito de su hijo
- Apoye las reglas de la escuela
- Tomar una posición contra el abuso de drogas y alcohol

Compromiso del estudiante

- Asistir a la escuela regularmente
- Ser un participante activo en su propio aprendizaje
- Sea un estudiante responsable
- Completar todo el trabajo de clase y la tarea
- Seguir las reglas escolares y promover la seguridad escolar

Metas del distrito

Objetivo 1: China Spring ISD mantendrá estándares rigurosos de rendimiento académico para preparar a los estudiantes del siglo XXI para la graduación y el éxito postsecundario.

Meta 2: China Spring ISD buscará incansablemente un compromiso efectivo con las familias y la comunidad para fomentar la responsabilidad compartida por el rendimiento de los estudiantes.

Objetivo 3: China Spring ISD proporcionará entornos y estructuras de aprendizaje diseñados para promover un enfoque físico, emocional y cultural en la seguridad, el bienestar y el orden.

Meta 4: China Spring ISD reclutará, desarrollará y retendrá líderes escolares, maestros y personal altamente efectivos que reflejen la rica diversidad de los estudiantes a los que CSISD sirve.

Metas Escolares

Objetivo 1: China Spring Elementary mantendrá estándares rigurosos de rendimiento académico para preparar a los estudiantes del siglo XXI para la graduación y el éxito postsecundario.

Meta 2: China Spring Elementary buscará incansablemente un compromiso efectivo con las familias y la comunidad para fomentar la responsabilidad compartida por el rendimiento de los estudiantes.

Objetivo 3: China Spring Elementary proporcionará entornos y estructuras de aprendizaje diseñados para promover un enfoque físico, emocional y cultural en la seguridad, el bienestar y el orden.

Meta 4: China Spring Elementary reclutará, desarrollará y conservará líderes escolares, maestros y personal altamente efectivos que reflejen la rica diversidad de los estudiantes a los que CSISD sirve.

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Nuestra escuela ofrece un currículo e instrucción de alta calidad en ambientes de salón de apoyo y efectivos para permitir que los estudiantes cumplan con los exigentes estándares académicos del Estado. Apoyamos a nuestros estudiantes y trabajamos arduamente para brindar un ambiente escolar acogedor y seguro.

Comunicación sobre el aprendizaje de los estudiantes

China Spring Elementary está comprometida con la comunicación bidireccional frecuente con las familias sobre el aprendizaje de los niños. Algunas de las formas en que los padres y maestros se comunican durante todo el año son:

- Actualizaciones en el sitio web de la escuela y calificaciones actuales en el portal para padres
- Cougar Tracks va a casa cada tres semanas
- Conferencias de padres y profesores
- SeeSaw/Schoology/Correo electrónico

Construyendo Asociaciones

- Presencia positiva de padres con liderazgo en la escuela
- Adultos positivos que trabajan con estudiantes (PAWS)
- Copiar principal
- Padres de sala
- PTA
- Cuidados primaverales de China
- Fundación de Educación

*Si está dispuesto a ser voluntario en cualquier capacidad, asegúrese de completar el formulario en el sitio web cada año.

China Spring Independent School District Internet Safety Policy/Acceptable Use Guidelines

The District's Computer Network (hereafter referred to as network) allows users to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information networks. Users will have access to electronic educational resources all over the world.

With this educational opportunity comes responsibility. It is important that you read the District policy ([CQ Local](#)) and the Internet Safety Policy/Acceptable Use guidelines and ask questions if you need help in understanding them. Inappropriate network use will result in the loss of the privilege to use this educational tool.

The District will provide training in proper use of the network and will provide all users with access to the Internet Safety Policy/Acceptable Use Guidelines available on the District's web site. All training in the use of the network will emphasize ethical and safe use of this resource. The district will provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyber bullying awareness and response.

CONSENT REQUIREMENTS

- Copyrighted software or data may not be placed on any device connected to the network without permission from the holder of the copyright. Only the copyright owner, or an individual the owner specifically authorizes, may upload copyrighted material to the network.
- No original work created by any District student or employee will be posted on a Web page under the District's control unless the District has received written consent from the student's parent if the student is a minor.
- No personally identifiable information about a District student will be posted on a Web page under the District's control unless the District has received consent from the student's parent. An exception may be made for "directory information" as allowed by the Family Educational Rights and Privacy Act and District Policy.

FILTERING

- The Superintendent or Designee will maintain appropriate technology for filtering Internet sites containing material considered inappropriate or harmful to minor. All internet access will be filtered for minors and adults on computers with Internet access provided by the school. Upon approval from the superintendent or designee, and administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.
- Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across areas of adult content or some material you (or your parents) might find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access.

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- The categories of material considered inappropriate and to which access will be blocked will include, but not limited to: nudity/pornography; images or descriptions of sexual acts; promotion of violence, illegal use of weapons, drug use, discrimination, or participation in hate groups; instructions for performing criminal acts (e.g. bomb making); on-line gambling.

NETWORK ACCESS

Access to the network will be governed as follows:

- Students in grades K – 3 will be granted access to the network by their teacher, as appropriate.
- Students in grades 4 - 12 will access the network with a unique username and password. All activity will be monitored by CIPA compliant filter and any inappropriate activity will be recorded and reported.
- Students in grades 7-12 will have a My Big Campus account with e-mail.
- Any network user identified as a security risk or as having violated District and/or campus computer use guidelines may be denied access to the network.
- All users will be required to sign a user agreement annually for issuance or renewal of an account.
- Faculty and staff will have e-mail accounts provided by the District. All e-mail will be archived and internet access monitored.

TECHNOLOGY COORDINATOR RESPONSIBILITIES

- The technology coordinator for the network (or campus designee) will:
- Be responsible for disseminating and enforcing applicable District policies and acceptable user guidelines for the network.
- Ensure that employees supervising students who use the network provide training emphasizing the appropriate use of this resource.
- Ensure that all software loaded on computers in the District is not in violation of copyright laws.
- Be authorized to monitor or examine all network activities, including electronic mail transmissions, as deemed appropriate to ensure student safety on-line and proper use of the network.
- Be authorized to establish a retention schedule for messages on any electronic bulletin board and to remove messages posted locally that are deemed to be inappropriate.
- Set limits for data storage within the network as needed.

INDIVIDUAL USER RESPONSIBILITIES

- The following standards will apply to all users of the network.

ON-LINE CONDUCT

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- The individual in whose name a network account is issued will be responsible at all times for its proper use.
- The network may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District policy or guidelines.
- Network users may not disable, or attempt to disable, a filtering device on the network.
- Communications may not be encrypted so as to avoid security review by network administrators.
- Network users may not access another person's network account without the technology coordinator's permission, as applicable.
- Students may not distribute personal information about themselves or anyone else and that includes, but is not limited to, personal addresses and telephone numbers.
- Students should never make appointments to meet people whom they meet on-line and should report to a teacher or administrator if they receive any request for such a meeting.
- Network users should avoid actions that are likely to increase the risk of introducing viruses to the network, such as opening e-mail messages from unknown senders and loading data from unprotected computers.
- Network users may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with regulations.
- Network users may not send or post messages that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Network users may not purposefully access materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Network users should be mindful that use of school-related electronic mail addresses might cause some recipients or other readers of that mail to assume they represent the District or school, whether or not that was the user's intention.
- Network users may not waste District resources related to the network.

NETWORK ETIQUETTE

- Network users are expected to observe the following network etiquette:
- Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
- Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited.
- Pretending to be someone else when sending/receiving messages is considered inappropriate.
- Be considerate when sending attachments with e-mail by considering whether a file

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may be too large to be accommodated by the recipient's computer.

- Using the network in such a way that would disrupt the use of the network by other users is prohibited.

PARTICIPATION IN CAMPUS APPROVED CHAT ROOMS, ON-LINE BULLETIN BOARDS, WIKIS, AND OTHER ON-LINE COMMUNICATIONS

- Participation in any chat room, bulletin board, wiki, and other on-line communication will be permitted only for instructional purposes and approved by the campus principal.

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the network;
- Revocation of the computer network account; or
- Other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

VANDALISM PROHIBITED

- Any malicious attempt to harm or destroy District equipment or data or the data of another user of the District's network or of any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt network performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws.
- Vandalism as defined above will result in the cancellation of network use privileges and will require restitution for cost associated with network restoration, as well as other appropriate consequences. {See DH, FN series, FO series, and the Student Code of Conduct}

FORGERY PROHIBITED

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

INFORMATION CONTENT/THIRD PARTY SUPPLIED INFORMATION

- Network users and parents of students with access to the District's network should be aware of that, despite the District's use of technology protection measures as required by law, use of the network may provide access to other computer Networks in the global electronic network that may contain inaccurate and/or objectionable material.
- A student who gains access to such material is expected to discontinue the access as

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- quickly as possible and to report the incident to the supervising teacher.
- A student knowingly bringing prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the network and will be subject to disciplinary action in accordance with the Student Code of Conduct.
- An employee knowingly bringing prohibited materials into the school's electronic environment will be subject to disciplinary action in accordance with District policies. {See DH}

DISTRICT WEBSITE

- The District will maintain a District Web Site for the purpose of informing employees, students, parents and members of the community of District programs, policies, and practices. The technology coordinator will establish guidelines for the development and format of Web pages controlled by the District.
- No personally identifiable information regarding a student will be published on a Web site controlled by the District without written permission from the student's parent.
- No commercial advertising will be permitted on a Web site controlled by the District.

SCHOOL OR CLASS WEB PAGES

- Teachers will be responsible for compliance with District rules in maintaining their class Web pages.

EXTRACURRICULAR ORGANIZATION WEB PAGES

- Web pages of extracurricular organizations must include the following notice: "This is a student extracurricular organization Web page. Opinions expressed on this page shall not be attributed to the District."

TERMINATION/REVOCAION OF NETWORK USAGE

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

DISCLAIMER

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

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will be corrected.

- Opinions, advice, services, and all other information expressed by network users, information providers, service providers, or other third-party individuals in the network 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 network.

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ADOPTED

Adopted by the China Spring ISD Board of Trustees at a public meeting on June 18, 2012

APPROPRIATE USE AGREEMENT

- All users must renew the Agreement for use of the network each academic year.

CHINA SPRING ISD STUDENT AGREEMENT FOR USE OF DISTRICT'S COMPUTER NETWORK

STUDENT NAME _____ SCHOOL YEAR: **2022-2023**

GRADE _____ SCHOOL: China Spring Elementary

I understand that my computer use is not private and that the District will monitor my activity on the computer network. I have read the District's Internet Safety Plan/Acceptable Use Agreement and agree to abide by its provisions. I understand that violation of these provisions may result in suspension or revocation of network access.

Student's Signature _____ Date _____

Parent/Guardian Consent:

I have read the District's Internet Safety Plan/Acceptable Use Agreement. In consideration for the privilege of my child using the network, and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the network, including, without limitation, the type of damage identified in the District's policy.

___ I give my permission for my child to participate in the network and certify that the information contained on this form is correct.

___ I **do not** give my permission for my child to participate in the network

Signature of Parent _____

Date _____ Phone Number _____

**CHINA SPRING ISD EMPLOYEE AGREEMENT
FOR USE OF DISTRICT'S COMPUTER NETWORK**

EMPLOYEE NAME _____ **SCHOOL YEAR: 2022-2023**

CAMPUS: China Spring Elementary

I understand that my computer use is not private and that the District will monitor my activity on the computer network. I have read the District's Internet Safety Policy/Appropriate Use Agreement and agree to abide by its provisions. I understand that violation of these provisions may result in appropriate disciplinary actions. In consideration for the privilege of using the network, and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the network, including, without limitation, the type of damage identified in the District's policy and administrative regulations.

Signature of Employee _____ **Date** _____

CHINA SPRING ISD MISSION STATEMENT

The mission of the China Spring Independent School District is to provide a quality education to each of the students in the district. Our mission, in partnership with the community, is to provide individualized learning experiences to prepare students for success in life. The district recognizes the need for a well-rounded, disciplined, educational environment including academic, extra-curricular, and social experiences in order that students may become effective, participating members of society.

The district is committed to the belief that all children can learn and must be provided the opportunity to master the basic skills, develop thinking and problem-solving skills, and realize individual potential. As education is a lifelong process, the district seeks to orient its educational opportunities toward preparing students to meet the complex situations that they will face as adults, both as individuals and as citizens in a democracy.

CHINA SPRING ISD VISION STATEMENT

The vision of China Spring Independent School District is to strive for continuous improvement of our educational system by providing opportunities for all to achieve excellence.

CHINA SPRING ISD CORE BELIEF STATEMENTS

We believe all students can reach their greatest potential by becoming independent, productive, life-long learners.

We believe adult learning models a life-long commitment to success.

We believe attitudes and actions drive change for significant improvement.

We believe accountability and responsibility are shared by all.

We believe empowered and purpose driven leaders are vital at every level.

We believe embracing diversity, collaboration, and inclusion are necessary for success.

We believe our educational system promotes a shared culture serving all stakeholders.

We believe all stakeholders will exhibit moral and ethical behavior.

To the Students of China Spring ISD:

This document has been prepared with the hope that it will aid not only in expediting routine matters of the school, but also in assisting present and future students. This is not intended merely to be a manual of rules and regulations, but to point the way to the numerous opportunities offered in the China Spring Schools. **Please read this handbook carefully as there have been revisions since the last printing.**

To the Parents of China Spring ISD:

This handbook has been prepared to serve as a convenient reference of information concerning your child's school. Please read its contents carefully to become familiar with the information. It will be necessary to pass this information on to your child from time to time. **Please read this handbook carefully as there have been revisions since the last printing.**

BOARD OF TRUSTEES INFORMATION

Texas law grants the Board of Trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, facilities, and expansions. The board has complete and final control over school matters within limits established by state and federal law and regulations.

The Board of Trustees are elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Trustees are elected by place and serve three-year terms. Trustees serve without compensation, must be registered voters, and must reside in the district.

Trustees meet at 6:00 p.m. on the third Monday of each month at the district's administration building (12166 Yankee Road). In the event a large attendance is anticipated, the board may meet in the China Spring High School cafetorium. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted at the administration office at least 72 hours prior to the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. Under the following circumstance, Texas law permits the board to go into a closed session. Closed sessions may occur for such things as discussing prospective gifts or donations, real property acquisition, personnel issues including conferences with employees and employee complaints, security matters, student discipline, or to consult with an attorney regarding pending litigation.

BOARD OF TRUSTEES

Mr. Rick Hines, President

Mr. Jeff Bradburn, Vice President

Mrs. Holly Dunham, Secretary

Mr. Chris Gerick

Mr. Bubba Galvan

Mr. Trey Oakley

Mr. Travis Louge

**CHINA SPRING INDEPENDENT SCHOOL DISTRICT ADMINISTRATION
2022-2023**

Dr. Marc Faulkner
Superintendent of Schools

Dr. Kevin Pitts
Deputy Superintendent

Mrs. Jennifer Crook
Assistant Superintendent of Curriculum, Instruction, & Assessment

Mrs. Leslie Smith
Executive Director of Human Resources

Dr. Nicholas Smith
Executive Director of Special Programs

Mr. Logan Poteet
Executive Director of Business and Finance

Mrs. Melissa Adams
Director of Innovation and Instructional Technology

Dr. Max Rutherford
High School Principal

Mr. David Ellis
Middle School Principal

Mrs. Heather Jenkins
Intermediate School Principal

Mrs. Kristen Dutschmann
Elementary School Principal

Mrs. Ashlee Peacock
Primary School Principal

Ms. Jennifer Sharp
DAEP / TAG Principal

Mr. Josh Gregory
Athletic Director

China Spring Elementary School Student Handbook

Helpful Contacts

Administration

Superintendent of Schools, Marc Faulkner, Ed.D.	836-1115
Deputy Superintendent, Kevin Pitts, Ed.D.	836-1115
Assistant Superintendent of Curriculum, Jennifer Crook	836-1115
Executive Director of Human Resources, Leslie Smith	836-1115
Executive Director of Special Programs, Nicholas Smith, Ed.D.	836-1115
Executive Director of Business & Finance, Logan Poteet	836-1115
Director of Innovation and Instructional Technology, Melissa Adams	836-1115
High School Principal, Max Rutherford, Ed.D.	836-1771
High School Associate Principal, Haily Rambo	836-1771
High School Assistant Principal, Kandace Beckham & Jarratt Shipp	836-1771
Middle School Principal, David Ellis	836-4611
Middle School Assistant Principal, Brooke Bartee	836-4611
Intermediate Principal, Heather Jenkins	759-1200
Intermediate Assistant Principal, April Harris, Ed.D.	759-1200
Elementary Principal, Kristen Dutschmann	TBD
	Elementary Assistant
Principal, Zabrina Lard and Kari McNew	TBD
Primary Principal, Ashlee Peacock	836-4635
Primary Assistant Principal, Randi Connor	836-4635
DAEP / TAG Principal, Ms. Jennifer Sharp	836-4635
Athletic Director, Josh Gregory	836-0025

Elementary School will update their phone number when they receive it on the online handbook.

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below:

Accounts Payable/Receivables	Missy Eckenrode	836-1115
Athletic Department	Jennifer Hughes, Secretary	836-0025
Bands Director	Marc Nichelson (HS)	836-1771
Cheer Sponsors	Kandace Beckham, Varsity	836-1771
	Jessica Collier, JV	836-4611
	Rebekah Patrick, MS	836-4611
Chief of Police	Shanna Sanders	836-1771
Choir Director (MS, HS)	Daniel Farris (HS, MS)	836-4611
	Jennifer Needham (MS, HS)	836-4611
Counselors	Maegan O'Neal (Primary)	836-4635
	Rebecca Bilz (Elem)	TBD
	Carrie Featherston (Elem)	TBD
	Anne Trevino (Int)	759-1200
	Amanda McAdams (MS)	836-4611
	Jami Bihl (HS)	836-1771
	Meghan Harvey (HS)	836-1771
	Vanessa Hopkins (HS)	836-1771
	Bianca Martinez (HS-Social Worker)	836-1771
Counselors' Assistant (HS)	Candi Allen (HS)	836-1771
Curriculum Coaches	Tiffany Brummett (ES/IS)	836-1115
	Sara Odajima (MS/HS)	836-1115

China Spring Elementary School Student Handbook

Dance Director	Melana Villa & Angela Ulibarri	836-1771
Executive Director of Technology	Braden Herring	836-1115
District Accountant	Erica Bullock	836-1115
District Testing Coordinator	Jennifer May	836-1115
Drama Director	Mandy Conner	836-1771
Facility Use	Sherry Oliver	836-1115
Food Service Director (Sedexo)	Mary Kaminski	836-1115
Innovation Specialist	Tricia Begesse (Elem)	836-1115
	Shriena Ghazzagh	836-1115
	Katy Bajer	836-1115
Innovative Learning Design Coord.	Melissa Adams	836-1115
Maintenance Director	EJ Tatsch	836-1115
Assistant Director of Technology	Scott Tyner	836-1115
Nurses	Cherrie Stone (Primary)	836-4635
	Halley Harvey (Elem)	TBD
	Emilie Downing (Int.)	759-1200
	Ashley Havard (MS)	836-4611
	Ashley Ellis (HS)	836-1771
Payroll	Jo Wilson	836-1115
PEIMS Coordinator	Lorna Horstman	836-1115
Personnel	Marilyn Banik	836-1115
Police Officers	Michael Fray, Gary Buwalda	TBD
Receptionist Admin. Building	Sherry Oliver	836-1115
Special Education/LSSP	Adriane Carpenter	836-1115
	Barbie Knoll-Allen	836-1115
Special Education/Diagnosticians	Ashlee Gerdes, Laura Sheppard,	
	Tammy Prause	836-1115
Special Education Clerk	Latasha Redd	836-1115
Special Education/Speech Path.	Michelle Girard (Int)	759-1200
Special Education/Speech Path.	Stephanie Mena(Primary)	836-4635
Special Education/Speech Path.	Stephanie Habermann (Primary)	836-4635
Special Education/Speech Path.	Jenn Davis (Elem)	TBD
Systems Support Specialist	Jeff Welch	836-1115
Systems Technician	Damon Jenkins, Brant Ranft, & George Loyd	836-1115
Technology Coordinator	Tricia Begesse (Elem)	TBD
Theatre Director	Mandy Connor	836-1771
Transportation (Bus Only)	EJ Tatsch	836-0679
Transportation (Requests)	Sherry Oliver	836-1115
High School	Allison Crawford, Secretary	836-1771
Middle School	Cindy McCollum, Secretary	836-4611
	Susan Palmer, Registrar	836-4611
Intermediate	Ariel Maddox, Secretary	759-1200
	Marcy Bradford, Registrar	759-1200
Elementary	Judy Kemp, Registrar	TBD
	Kelly Warner, Secretary	TBD
Primary	Brandy Hampton, Secretary	836-4635
	Lisa Mayes, Receptionist	836-4635

District Information

Description of the district

China Spring ISD covers 75 square miles and is generally considered to be a suburb of Waco. The district is projected to serve approximately 2,900 students and is experiencing continuous growth. CSISD has high academic goals and standards for its students as evidenced by its strong commitment to instructional improvement and staff development. All campuses have received high marks from the Texas Education Agency for outstanding student performance on the STAAR (State of Texas Assessments of Academic Readiness) exams. Please visit the district's website at www.chinaspringisd.net for more information regarding district programs.

Facts and Figures (2021-2022 data):

Assessed taxable values	\$1,038,824,855.
Tax Rate	\$ 1.26576
Operating budget	\$ 33,364,814.
Certified Teachers	209
Educational Aides/Support Staff	182

Enrollment (2021):

Elementary	PPCD – 3 rd grade	932
Intermediate	4 th grade – 6 th grade	675
Middle School	7 th grade – 8 th grade	448
High School	9 th grade – 12th grade	<u>903</u>
	Total	2,958

Ethnic Background (2021):

Anglo/Non Hispanic	65.45%
Hispanic/Latino	22.45%
African-American	6.32%
American Indian/Alaskan	0.34%
Asian	1.59%
Hawaiian / Pacific Islander	0.00%
Two or More	3.85%

Mission statement, goals, and objectives

Policy AE

The mission of the China Spring Independent School District is to provide a quality education to each of the students in the District. The District recognizes the need for a well-rounded, disciplined, educational environment including academic, extracurricular and social experiences in order that students may become effective, participating members of society.

China Spring Elementary School Student Handbook

WELCOME TO CHINA SPRING ELEMENTARY!

It is our commitment at the elementary level in the China Spring Independent School District to support the expectations as set forth in the "Portrait of a China Spring Graduate" ensuring that our students have the opportunity to become a(n):

- Effective communicator,
- Knowledge-based person,
- Competent problem solver,
- Self-directed lifelong learner,
- Responsible citizen,
- Quality work,
- Holistic person

Please let us know how we can be of help to you throughout the year:

Mrs. Kristen Dutschmann, Principal

kdutschmann@chinaspringisd.net

Mrs. Zabrina Lard, Assistant Principal of C&I

zlard@chinaspringisd.net

Mrs. Kari McNew, Assistant Principal

kmcnew@chinaspringisd.net

Mrs. Rebecca Bilz, Counselor

rbilz@chinaspringisd.net

Mrs. Carrie Featherston, Counselor

cfeatherston@chinaspringisd.net

Mrs. Judy Kemp, Registrar

jkemp@chinaspringisd.net

Mrs. Kelly Warner, Receptionist

kwarner@chinaspringisd.net

Mrs. Hillary Harvey, Nurse

hharvey@chinaspringisd.net

CHINA SPRING HIGH SCHOOL ALMA MATER

**This our song of lasting tribute,
Through the years will ring.
Hail to thee, our Alma Mater,
Hail to China Spring.
Alma Mater, Alma Mater,
May we long be true.
Ever keep our fighting spirit,
We give our best to you!**

China Spring Elementary School Student Handbook

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The China Spring Elementary Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

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

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

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

Therefore, parents and students should become familiar with the China Spring ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.chinaspringisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the front office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review at the district administration building.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.

China Spring Elementary School Student Handbook

- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact the campus principal.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Executive Director of Special Programs, Dr. Nicholas Smith at nsmith@chinaspringisd.net or by calling (254) 836-1115.

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaisons/counselors, Rebecca Bilz and Carrie Featherston, can be reached at (254) 836-4635 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** .

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

China Spring Elementary School Student Handbook

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

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

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL). **However, China Spring Elementary does not use any form of corporal punishment.**

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments),
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

China Spring Elementary School Student Handbook

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information.**]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: name, grade level, photograph, enrollment status, participation in officially recognized activities and sports, and honors and awards received in school. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, telephone listing, electronic mail address, photography, date and place of birth, awards received, dates of attendance, grade level, and most recent educational institution attended. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Review **Authorized Inspection and Use of Student Records** .

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

China Spring Elementary School Student Handbook

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, 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. [See policies EF and FFAA for more information.]

A parent may inspect:

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

The ED provides extensive information about the Protection of Pupil Rights Amendment (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a PPRA Complaint Form (<https://studentprivacy.ed.gov/file-a-complaint>).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

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

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

China Spring Elementary School Student Handbook

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student's teacher, and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

China Spring Elementary School Student Handbook

Notices of Certain Student Misconduct to Noncustodial Parent

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

Participation in Federally Required, State-Mandated, and District Assessments

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

Student Records

Accessing Student Records

A parent may review his or her child's 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 the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;

China Spring Elementary School Student Handbook

- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint(<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;

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- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information.**]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours

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and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is: 12166 Yankie Road China Spring, TX 76633

The address of the principal's office is: 11495 Wortham Bend Rd China Spring, TX 76633

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences, Complaints and Concerns**, and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office and on the district's website, www.chinaspringisd.net.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

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A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

[See **Bullying** , and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

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The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of 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 the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

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

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

[See **A Student in Foster Care**]

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A Student Who Is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Students who are Homeless.**]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services (ENGLISH AND SPANISH)

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

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Estudiantes que tienen problemas de aprendizaje o que necesitan servicios de educación especial o de Sección 504

Para los estudiantes que están teniendo dificultades en el salón de clases regular, las escuelas deberían considerar servicios tutoriales, compensatorios, y otros de apoyo académico o conductual disponibles para todos los estudiantes, incluyendo un proceso basado en la Respuesta a la Intervención. La implementación de la Respuesta a la Intervención tiene el potencial de tener un impacto positivo en la habilidad de los distritos para responder a las necesidades de sus estudiantes con dificultades.

Si un estudiante está experimentando problemas de aprendizaje, su padre puede contactar los individuales listada a continuación para informarse de la escuela de referencias de educación o de análisis del distrito para los servicios de apoyo. Este sistema conecta a los estudiantes con una variedad de opciones de apoyo, incluyendo hacer la referencia para una evaluación de educación especial o para una evaluación de Sección 504 para determinar si el estudiante necesita apoyos especiales, adaptaciones o servicios. Los padres pueden pedir una evaluación para educación especial o Sección 504 a cualquier tiempo.

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 a district 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 prior written notice of whether it agrees 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.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district 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. 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 30 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*.

Referencias de Servicios Especiales

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Si un padre hace una solicitud escrita al director de educación especial del distrito o a un empleado administrativo del distrito para una evaluación inicial de servicios de educación especial, la escuela debe responder no más tarde que 15 días escolares después de la fecha en que la escuela recibe la solicitud. En ese momento, el distrito debe dar al padre notificación escrita previa de la propuesta de evaluar al estudiante, una copia de la notificación de salvaguardias procedurales. Si el distrito está de acuerdo a evaluar al estudiante, darla oportunidad para el padre dar consentimiento escrito a la evaluación.

Si el distrito determina evaluar al estudiante, la escuela debe completar la evaluación inicial del estudiante y el informe resultante no más tarde que 45 días escolares desde el día en que la escuela recibe el consentimiento escrito del padre. Sin embargo, si el estudiante está ausente de la escuela durante el periodo de evaluación para tres o más días escolares, el periodo de evaluación debe ser extendido para el número de días escolares igual al número de días escolares el estudiante está ausente.

Hay una excepción al plazo de 45 días escolares. Si la escuela recibe el consentimiento del padre para la evaluación inicial por lo menos 35 pero menos de 45 días antes del día instruccional último del año escolar, la escuela debe completar el informe escrito y suministrar una copia del informe al padre por el 30 de junio de ese año. Sin embargo, si el estudiante está ausente de la escuela por tres días o más durante el periodo de evaluación, la fecha de 30 de junio ya no se aplica. En cambio, el plazo general de 45 días escolares además extensiones por ausencias de tres días o más se aplicará.

Al finalizar, la escuela tiene que entregarle a usted. una copia del informe de evaluación sin costo alguno. Información adicional sobre la educación especial es disponible del distrito escolar en un documento complementario titulado "Parent's Guide to the Admission, Review, and Dismissal Process."

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Dr. Nicholas Smith, Executive Director of Special Education, at (254) 836-1115.

La persona de contacto para Servicios de Educación Especiales

La persona designada para contactar acerca de las opciones de un estudiante con problemas de aprendizaje o una referencia de evaluación para educación especial es *Dr. Nicholas Smith* en (254) 836-1115.

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.

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Referencias de Sección 504

Cada distrito debe tener normas y procedimientos para la evaluación y colocación de estudiantes en el programa de Sección 504 del distrito. Los distritos deben tener un sistema de salvaguardias de procedimiento que incluyen noticia, una oportunidad para un padre o guardián para examinar registros relevantes, la audiencia imparcial con la oportunidad para participación del padre o guardián y representación de abogado y una norma para revisar.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Rebecca Bilz or Carrie Featherston, counselors, at (254) 836-4635.

[See **A Student with Physical or Mental Impairments Protected under Section 504.**]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en>)
- Partner Resource Network (<http://prntexas.org/>)
- SPEDTEX: Special Education Information Center (<https://www.spedtex.org/>)
- Texas First Project (<http://www.texasprojectfirst.org/>)

La Persona contacto para Referencias de Sección 504

La persona designada para contactar acerca de las opciones de un estudiante con problemas de aprendizaje o una referencia de evaluación para servicios de Sección 504 es *Rebecca Bilz y Carrie Featherston* en (254) 836-4635.

[Vea también **Estudiantes con menoscabos físicos o mentales protegidos bajo Sección 504** en la página.]

Los siguientes sitios del Web proveen información a las personas que buscan información y recursos específicos a estudiantes con discapacidades y sus familias:

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

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

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A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** and **Special Programs**.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact Kristen Dutschmann, principal, at TBD.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

State law requires that a student 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 their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;

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- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families**.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices**.

Compulsory Attendance—Failure to Comply

All Grade Levels

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

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is Dr. Kevin Pitts, Deputy Superintendent. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Attendance for Final Grade

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

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the principal, assistant principal, or attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance-Exemptions** will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time

The district will take official attendance every day at 9:30 a.m.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent.

The campus will document in its attendance records whether the absence is excused or unexcused.

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Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for **more than five consecutive days** because of a personal illness must bring a statement from the doctor or health clinic **within three school days of their return**, verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

[See policy FEC(LOCAL).]

Excuses for Absences

If it is necessary for a student to be absent from school, please follow these procedures:

1. Parents should telephone the school office **on the day** of the absence. It is not necessary to call after the date has passed. Give the student's name, his/her teacher's name, and the reason for the absence. We then notify the teacher of the absence. This phone call **does not** excuse the absence; **a note must accompany the student upon returning to school.**
2. On returning to school, the student **must** bring a note signed by the parent or health care professional which states the date(s) missed and the reason for being absent. If your child fails to bring a note **within 3 school days** of his/her return to school, the absence will remain **unexcused**.

PLEASE NOTE: A PARENT NOTE will ONLY excuse **ONE** day with a **MAXIMUM of FOUR PARENT NOTES** (parent signed excuse) per semester will be accepted as excused absences. For all absences exceeding the 4, students must turn in doctor's notes or other formal documentation/proof. Otherwise, the absence will be unexcused. The doctor's notes/documentations must be turned in within 3 days of the absence.

3. If the student goes to the doctor for any reason **during the school day**, the student **must** bring a note from the health care professional to the secretary and the student will be considered in attendance. *PLEASE KEEP IN MIND: The official attendance taking time is 9:30. If you pick your student up **AFTER** 9:30, they will be counted present for the day. If you pick up your student for a doctor's appointment **PRIOR** to 9:30, they will be counted absent for the day. However, turning in a doctor's excuse within 3 school days, will change the absence to an 'excused' absence.*

4. In case of an extended absence, the parent may be contacted to determine the well-being of the student. A doctor's note may be required in this instance for the student to return to school.

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5. All excuses for absences must be presented to the attendance secretary or the student's teacher upon arrival at the school.

6. Once a student exceeds 8 excused notes signed by a parent (4 per semester), an attendance committee meeting will be scheduled. After this meeting, the school may require a note from the health care professional for future absences to be excused.

Should a student become ill or need medical attention during the school day, the parent will be notified. All parents should provide the school with correct phone numbers at home and work. A correct phone number of a nearest relative or friend should also be provided in case the parent cannot be reached. **It is the responsibility of the parent to maintain current phone numbers on file in the school office.**

The District accepts the following as extenuating circumstances for absences:

1. An excused absence based on personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, any other unusual cause acceptable to the principal.
2. Days of suspension.
3. Participation in court proceedings or child abuse/neglect investigation.
4. A migrant student's late enrollment or early withdrawal.
5. Days missed as a runaway.
6. Completion of a competency-based program for at-risk students.
7. Late enrollment or early withdrawal of a student under Texas Youth Commission.
8. Participation in a substance abuse rehabilitation program.
9. Homelessness, as defined in federal law.
10. Religious holy days including activities and travel time.
11. Family emergencies or unavoidable situations requiring immediate attention.

Unexcused absences may include, but are not limited to: parties, vacations, hunting trips, or any other instance that could occur logically without a student absence.

If a Kindergarten student is assigned to an accelerated reading instruction program under state law, compulsory attendance applies to attendance in the reading program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of the reading diagnosis test.

Accountability under State and Federal Law

China Spring ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

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Accountability information can be found on the district's website at www.chinaspringisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Admissions

Parents seeking to enroll a student in the China Spring Independent School District (hereafter "the District") should contact the office of the appropriate campus. The office staff will inform parents concerning the proper information needed to enroll a student in the District. The District does not accept transfer students who do not reside within the district boundaries. Any student moving into the District who is under suspension or expulsion from another school system shall not be admitted until his or her suspension term has ended in the other district. Questions concerning residency requirements may be addressed to the superintendent.

Parents seeking to enroll a student in the China Spring Independent School District will need to provide the following documentation:

At the time of registration, the parent, guardian, or other person having lawful control of the student under order of a court must present:

- **Proof of Residence ***
- **Birth Certificate** (a state certified certificate, not the one from the hospital)
- **Social Security Card** (or an official letter from the Social Security office)
- **Shot Record** (Current or Certified Exemption Form)
- **Copy of Parent/ Guardian Driver's License**
- **Legal Documentation regarding custody or guardianship** (Only if Applies)

***Proof of Residence** in the District in the form of one or more of the following:

1. A current electric or water bill less than 45 days old. If the bill does not have the parent/guardian name or the spouses name on it you must do a Proof of Residence at the Administration Office after August 1st of the new school year and before your student may attend class.
2. A current lease agreement, followed by remitting an electric or water bill in the guardians name within 30(thirty) days of admission. Student will be subject to withdrawal if this is not provided.
3. For a student living separate and apart from his or her parent, guardian, or other person having lawful control under order of a court, the adult District resident with whom the student resides must provide a Proof of Residence in the same manner as a parent.
4. For a nonresident student whose resident grandparent provides a substantial amount of after-school care, duration as determined by school district, the grandparent must provide a proof of residence in the same manner as a parent as well as Grand Parent Guardianship papers to be completed at our administration office.
5. For "Home under Construction" the paperwork may be completed at the administration office.

Exceptions: Proof of a student's residency shall be waived in either of the following circumstances:

1. When a student is homeless as defined by law.
2. When a student is a nonresident for whom a resident grandparent provides a substantial amount of afterschool care as determined by the District School Board, Grandparent must show residency.

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District staff in charge of enrollment procedures may require additional documentation when a student's residence status is in question. The Superintendent or designee may verify student's residence if the student's residence status is in question.

Alternative School

China Spring ISD has implemented an alternative school for the district. The facility for our alternative school is at 200 Bob Johnson Rd, China Spring. Ms. Jennifer Sharp is the principal. This school will house students that commit offenses requiring placement in an alternative education setting or who have exhausted all district discipline actions. Transportation will not be provided for alternative school students. Parent or adult guardian must provide the transportation to and from DAEP.

Announcements

Morning announcements are accessible through a daily video. School begins at 7:50am, and teachers are able to play the announcements once their class is ready to start (usually between 7:50- 8:00 a.m.). Students participate in the Pledge of Allegiance, the Texas Pledge, the moment of silence, and the Cougar Pride Pledge, along with campus announcements.

Arrival of Students on Campus

The front doors are opened at 7:00 a.m. We do not have staff on duty to monitor students before that time. Students who ride the bus are dropped off at the front of the school at 7:00 a.m. The students enter the building and proceed to the following designated holding areas unless the students are told otherwise by the morning monitors:

- Any student eating breakfast will go to the cafeteria, then to their designated area.
- The designated areas for each grade level will be announced at a later date.

Car riders are dropped off in the back of the school by using the circle driveways that go to the back of the school. It is our goal to unload as many students as possible as quickly as possible. There is a single lane in the morning for drop off using each of the circle driveways. **We ask that parents pull up as far as possible along the sidewalk before stopping so that we may unload as many cars as possible at one time.** Trying to let your child out right by the door causes a hold up of traffic. After letting students out, cars may proceed forward and out of the circle driveways, keep in mind that traffic will be two-way around the circle driveways. From 7:05 until 7:55, staff members will be out front along the walkway to ensure the students proceed into the building safely. There are also staff members who are at the door and in the foyer to direct students to the proper holding locations.

After the first day of school, we ask that parents drop off students instead of walking students into the building. This allows the traffic to flow smoothly and quickly. It also prevents congestion in the building, and allows us to safely monitor our students. Students also gain needed independence.

If it is absolutely necessary for a parent to walk a student into the building, please park at the back of the parking lot in the row closest to the highway. This will help prevent congestion in the main parking lot. Upon entering the building, please stop at the inside glass doors to say goodbye. After the first day of school, for the safety of our students and staff, we ask that no

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one goes into the classrooms or hallways in the morning. It is difficult to monitor these areas for safety when we have people moving throughout the building.

Our teachers have students in their classrooms beginning by 7:35 a.m.; therefore, they are not able to visit with parents unless an appointment has been made in advance. Parents are welcome to make appointments to visit with teachers during their conference times or after school. Parents may also schedule visits in the classroom. Parents are welcome to eat lunch with their children.

Please do not take our precautions as a sign that we do not welcome and appreciate the presence of parents. You are an important part of our team. However, the safety of our children is our utmost concern.

Students will begin being dismissed from the holding areas to go to their classrooms at 7:35 a.m. **Class will begin at 7:50 and students are tardy after 8:00.** Morning announcements begin each morning around 7:50.

Awards

There will be an end-of-the-year assembly for students to receive A and A/B Honor Roll certificates and Perfect Attendance Awards. All students with perfect attendance for a six week period or for the year may be eligible for drawings for prizes. Changes and/or additions could continue to be made throughout the school year.

Bullying

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera

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- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by going to the China Spring ISD website and clicking on the link either below the parent or student sites.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

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Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments.**]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix on page 121.

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

[See **Safety Transfers/Assignments**, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

Cafeteria

Students may purchase a lunch from the school cafeteria each day at school unless otherwise notified. Lunches may be paid for daily, weekly or monthly. Parents are offered the opportunity to go online to put money into the student's account at www.myschoolbucks.com (See the office for more information.)

Students may accumulate no more than two (2) charges. After two (2) charges, students will be offered a sandwich and drink until their charges are paid in full.

The District participates in the National School Lunch Program and offers free and reduced price meals, including breakfast, based on a student's financial need. Information can be obtained from the campus secretary. Elementary school breakfast and lunch costs:

Student Breakfast Cost- \$1.50

Student Lunch Cost- \$2.80

Adult Breakfast Cost- \$2.95

Adult Lunch Cost- \$4.45

Celebrations

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies.**]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed with the school counselor. Trafficking includes both sex and labor trafficking.

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Warning Signs of Sexual Abuse

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, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- 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; or
- 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.

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older romantic partners.

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Additional warning signs of labor trafficking in children include:

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

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, 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.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#) (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

- Child Welfare Information Gateway Factsheet (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- KidsHealth, For Parents, Child Abuse (<https://kidshealth.org/en/parents/child-abuse.html>)
- Office of the Texas Governor's Child Sex Trafficking Team (<https://gov.texas.gov/organization/cjd/childsextrafficking>)

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- Human Trafficking of School-aged Children (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking>)

Communications—Automated

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by emailing our registrar, Judy Kemp at jkemp@chinaspringisd.net.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.chinaspringisd.net. The complaint forms can be accessed at the principal's or superintendent's office.

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- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.chinaspringisd.net and the coordinator for this campus is Mrs. Kari McNew, Assistant Principal, kmcnew@chinaspringisd.net, (254)836-4635.

Classroom Expectations

In order for students to take advantage of available learning opportunities and to be productive members of the elementary campus, each student is expected to:

Be **Polite** – demonstrate courtesy, even when others may not;

Be **Positive** – avoid violations of the Student Code of Conduct; behave in a responsible manner, exercise self-discipline; obey all rules; respect the rights and privileges of others;

Be **Prepared** – take care of assignments in a timely manner and arrive in class ready to learn;

Be **Prompt** – attend regularly and arrive on time;

Demonstrate **PRIDE!** Show pride in your academics and continue the legacy of learning that has been handed down by generations.

Consequences

Students who are disrupting the learning of others may be assigned to detention (time out) during the school day from 30 minutes up to 3 hours. Detention may be during lunch, recess, or other times determined by the principal or assistant principal. Detention may be in the principal's office, the ISS room, at an assigned table in the cafeteria, or other area designated by the principal or assistant principal.

After school detention is held from 3:15-4:15 p.m. for students in grades 2-4 on an as needed basis. In order for a parent to pick up a child from detention, the child's parent must gain release of the student from the d-hall teacher. Students may be assigned to attend detention only by the principal or assistant principal. Parents are notified when a student is assigned after school detention.

The In School Suspension (ISS) program is an alternative educational placement used as a disciplinary measure. Students assigned to ISS will be given class assignments to complete and will be expected to follow a very structured schedule. Parents are notified when a student is assigned ISS.

Out of School suspension (OSS) may be assigned by the principal or assistant principal. A student could be required to stay away from the campus for a period of time from one to three days. During that time, the student is responsible for any assigned academic work.

China Spring ISD has implemented an alternative school for the district. Information regarding the location of the facility can be provided by the principal upon request. This school will house students that commit offenses requiring placement in an alternative educational setting or who have exhausted all district disciplinary actions. Transportation will not be provided for alternative school students. Parent, or adult guardian, must provide the transportation to and from DAEP. High school students will not be allowed to drive themselves.

This is not an inclusive list but provides an overview of some of the consequences that can be assigned by the principal or designee.

Cougar Cafe

Parents are welcome to visit their child for lunch. For the safety of our 720+ students, you will be required to sign in at the front office desk when you arrive on campus and will receive a visitor's pass to wear while in the building. You will have to have your ID present. We provide parents and approved visitors a place to eat with your child, better known as the "Cougar Cafe." Our cafeteria table space is limited so we ask that you remain in the Cougar Cafe with your child. We ask that once lunch is over, please say your goodbyes and make your way to the front desk to sign out. For the safety of our students, and to minimize distractions throughout the school day, parents and visitors may not visit the classroom after lunch.

PLEASE NOTE:

- Anyone not appearing on your child's contact list will not be permitted to eat lunch with your child. Therefore, you are not allowed to let your child invite a friend from their class to join you for lunch in the Cougar Cafe. In order to eat lunch with a child that is not yours, you must be on that child's contact list.
- There will be times when no lunch visitors will be allowed due to various reasons. The school will communicate by email when those times are, lunch may still be dropped off. However, you will not be able to eat with your child those days.

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- If your student has been placed in In-School Suspension (ISS) or another form of lunch consequence, they will not be allowed to have lunch visitors.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Personal Counseling

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should let their parent, teacher or a staff member at school know. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** , and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** .]

Student Acceleration

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies on the credit by exam test approved by the district and administered by the district.
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

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Deliveries

Due to safety and privacy concerns for students, all deliveries to students at school are prohibited. This includes (but is not limited to) flowers, balloons, cards and gifts for birthdays, Valentine's Day and other holidays or celebrations. Since the school does not have a full-proof method of screening delivered items and who sends them, we must prohibit all deliveries to protect the emotional and physical safety of our students.

A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Detention

After school detention will be held on an as needed basis from 3:15-4:15 pm for students in grades K-3. In order for a parent to pick up a child from detention, the child's parent must come into the elementary office and sign for the child's release.

Students may be assigned to attend detention only by the school principal or the assistant principal for any reason that requires disciplinary action. Detention is not limited to after school. Students may be assigned to detention and/or "time out" during recess, lunch, or parts of the academic day. Detention may be served in the office or ISS room.

An excused absence from school or prior arrangements made with the principal will be the only acceptable reason for missing a detention assignment. Failure to attend assigned detention may result in an ISS placement. If a student is absent, they will make up their detention at a rescheduled date.

Discipline Management Plan

Level I:

Level I offenses are generally corrected under the direction of the teacher. Level I offenses are not limited to those listed. Good judgment must be employed to assure an orderly environment. Other infractions that negatively affect the teaching-learning process may be included. (Repeated violations shall result in a more severe response including movement to Level II.)

Level I Offenses and Standard Classroom Rules:

1. Follow directions of the teacher
2. Demonstrate classroom courtesy
3. Bring necessary books and supplies to class
4. Complete all assignments and teacher requests
5. Attend class on time
6. Participate in the objectives of classroom instruction
7. No food/drink/gum in the classroom unless authorized by teacher
8. Violations of posted classroom rules

Consequences of Level I Offenses (may include one or more of the following):

1. Verbal correction
2. Counseling
3. Parent conference/phone conversation

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4. Withdrawal of privileges
5. Moving student to another seat
6. In school detention or After school detention

When the student fails to correct the inappropriate behavior after consequences have been assigned, the teacher may refer the student to the principal or assistant principal. The teacher may refer a student immediately for severe disruptions.

Level II:

Level II offenses include persistent repetition (2 or more) of Level I and other offenses in the classroom and on the campus that require administrator intervention. The disciplinary action will depend on the offense, previous actions and the seriousness of the misbehavior.

Level II Offenses:

1. Persistent misbehavior
2. Repeated Level I offenses
3. Cafeteria disturbance
4. Misbehaving at school events
5. Distributing unauthorized materials
6. Falsification of documents
7. Bus disturbances
8. Theft/possession of another's property of minor value up to a \$5.00 value
9. Minor damage to the property of others up to a \$5.00 value
10. Truancy
11. Dress code violation
12. Profane, abusive language or gestures
13. Leaving school grounds without permission
14. Insubordination
15. Inappropriate remarks about or to another student
16. Public display of affection

Consequences of Level II Offenses (may include one or more of the following):

The seriousness of the offense may justify an automatic Level III referral.

1. Warning
2. Counseling
3. Withdrawal of privileges
4. Parent conference/phone conversation
5. After school detention assignment
6. Removal to In School Suspension (ISS)
7. Restitution of damages
8. Parent required to come get student

Level III:

Serious offenses include but are not limited to those listed below. Persistent misbehavior shall be defined as two or more referrals from Level I and/or II.

Level III Offenses:

1. Persistent misbehavior
2. Extensive vandalism
3. Theft

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4. Fighting
5. Threatening or intimidating of other individuals
6. Profane, abusive language or gestures to teacher or school staff
7. See Student Code of Conduct for listing of offenses requiring mandatory placement in an Alternative Education Program (AEP)

Consequences of Level III Offenses (may include one or more of the following):

A serious offense may result in an automatic Level IV referral or:

1. In School Suspension (ISS)
2. Suspension from school for up to three days (counseling upon return)
3. Assignment to an Alternative Education Program (AEP) – Depending on age of student

Level IV:

Finding of incorrigible conduct. See ***Student Code of Conduct*** for listing of offenses requiring mandatory expulsion. **Consequences of Level IV Offenses:**

1. Expulsion
2. Long-term placement in Alternative Education Program (AEP)

Dismissal Procedures

Car Rider Policy

Car Riders will be dismissed at 3:15 pm. *(Please bear with us the first two weeks of school as the dismissal process takes approximately 45-60 minutes. Once parents and students understand the dismissal process, we will be wrapping up with dismissal around 3:40-3:45 each day.)*

Beginning the third week of school, dismissal typically takes approximately 15-20 minutes from 3:25-3:45. Therefore, if a parent arrives after 3:45, the parent will need to park and come inside the school to pick up their student.

PLEASE NOTE: We totally understand that situations happen that causes parents to be late from time to time and we will make accommodations as necessary. However, continuing to be habitually late could result in a conference with an administrator and school officer.

General Pick Up Information

All parents who choose to pick up their student(s) will need to follow the dismissal traffic procedures for the safety of each child and for proper traffic flow. Each vehicle will need to drive through the designated lanes in front of the school. Parents will be directed to pull up to a numbered area where children will meet their parent(s). Children will not be allowed to walk or run to a vehicle by themselves. Teachers are stationed at certain points to help assist the children to their vehicle.

If a parent/guardian will be late arriving at dismissal time, please call the office at (254) 836-4635 to notify them. Upon arrival, please park and walk in the building to sign out your child. Students must be picked up promptly by 3:45 p.m.

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Vehicles should not be left unattended in the pick-up lanes in front of the school during arrival or dismissal times and students may not be picked up nor let off in the parking area that is designated for the buses.

If a parent/guardian needs to have their child dismissed early for a specific reason (such as a doctor's appointment), park in the designated parking, and sign the register stating that the student will be leaving and for what reason. The office staff will call the student via the intercom to be dismissed from the office. Due to dismissal, **the cut-off for picking your child up early is 2:45PM, if you come after that time we will not be able to get your child early and they will go home the route they were designated for that day.**

Dating Violence, Discrimination, Harassment, and Retaliation

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**

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

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;

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- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's officerecognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

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Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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.

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying**]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;

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- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving in a volunteer capacity must complete the volunteer paperwork which they can get on the district website, or the administration office. This paperwork must be completed **every year** and must be approved before they can volunteer.

Distribution of Literature, Published Materials, or Other Documents

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

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materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The District's dress code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards, prepare students for the workforce, and teach respect for the educational environment. School is a place of business, not a social club. Therefore, the dress and grooming of a student should reflect the serious intent of one who is going to work with an important job to do. Accordingly, dress and grooming standards should promote a businesslike atmosphere that is comfortable, but not too casual, free from disruption, easily enforced by teachers and administrators so as not to take away from instruction, and easily self-monitored so that students and parents can ensure that the standards are met prior to the student coming to school. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Clothing should be worn for the purpose for which it was designed.
- Articles of clothing with suggestive writing or pictures, or inappropriate advertising, slogans, or symbols are prohibited.
- Students will not wear or have in their possession items that are inappropriate for school.
- Any clothing which may relate to gang symbols is prohibited.
- Shoes must be worn at all times. House shoes, cleated shoes, or any shoes that mark or damage floor coverings, are not allowed.

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- Caps, hats, visors, and sunglasses are not to be worn inside school buildings.
- Hemlines on all dresses, skirts, and shorts must not be shorter than mid-thigh length (typically no shorter than 7" inseam).
- Pants may not have holes above mid-thigh length. No sagging pants are allowed.
- Tights, leggings, or spandex may only be worn with a shirt, skirt, dress, or shorts that cover both the front and the back (no sheer panels; no skin may show through).
- Jackets or coats must not be longer than mid-thigh length.
- Tank tops (less than two inches wide on the shoulder strap), halters, midriff tops, tube tops are not allowed.
- Open knit or unlined fishnet jerseys are not allowed unless they are worn over a T-shirt or blouse, or completely covered with a jacket.
- Shirts with sleeves cut out are not allowed.
- Excessively tight or baggy clothing are not allowed.
- All undergarments must be covered.
- Students' hair must be clean, neat, and well-groomed. Hairstyles must not obstruct the student's vision or a view of the student's face. Unnatural colors are not allowed.
- Piercing for the ear(s) and a single stud in the nose are allowed. Any other visible body piercings, including gauges, are not allowed.
- Visible tattoos or fake tattoos are not allowed. Tattoos or fake tattoos must be covered while attending school.
- No blankets may be brought to school and worn around the student's body.
- No facial hair allowed.
- No costumes are allowed (unless specified by a principal or teacher)

If a campus administrator determines that a student's grooming or clothing violates the District's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

The Board of Trustees delegates to the campus principal the authority to make final determinations as to whether clothing or grooming is or is not within this Code. The ruling of the campus principal regarding compliance/noncompliance with this Code and corresponding consequences assigned for violation for the Code is final and may not be appealed to the Superintendent, his/her designee, or the Board.

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day and kept in the student's backpack in their locker/cubby.

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent or guardian may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (page 11-17) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing,

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damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with 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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

English Learners

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

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Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** .]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual](https://www.uil texas.org/athletics/manuals) (<https://www.uil texas.org/athletics/manuals>). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 orcurriculum@tea.texas.gov.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

Fees

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Fees for lost, damaged, or overdue library books.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [See policy FP for more information.]

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Grading Guidelines

Grading in second, third, and fourth grade will utilize the following conversion table on report cards and semester averages:

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below (*a grade of 50 will be recorded for any numerical grade earned that is lower than 50*)

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Grading Guidelines/Weights in second and third grade for Reading, English and Math:

Daily = 85% (daily grades, spelling and vocabulary quizzes)

*The lowest daily grade will be dropped at the end of the six weeks.

Test = 15% (unit assessments)

*Students will be given the opportunity to retake any failing test grade for a 70.

Tests must be retaken within one school week.

Grading Guidelines/Weights in second and third grade for Science and Social Studies:

Six weeks daily grades and test grades will all be weighted the same. Unit assessments are recorded twice as daily grades.

Citizenship/work habits will be based on the following scale for second and third grade:

E- Excellent S- Satisfactory N- Needs Improvement U-Unsatisfactory

Second, Third, and Fourth Grades – Language Arts (Spelling, Writing, and English), Math, Reading, Science, Social Studies, Art, Health, Music, and Physical Education grades will be reported numerically.

Grading in Specials (P.E., Music, Health, and Art)

Grading for students in 2nd through 4th will be based on participation. Each student will earn a grade for P.E., Music, Health and Art each six weeks. When a child does not participate appropriately in class for various reasons, several verbal warnings will be given to encourage and redirect the student. After several warnings have been given, a specials referral will be sent home to notify parents that the child is not participating.

The following rubric will be followed for second, third, and fourth grade:

0 specials referrals: Excellent- 100

0-1 specials referrals: Satisfactory- 90

1-2 specials referrals: Needs Improvement- 80

3 or more specials referrals: Unsatisfactory- 70

Grading: Report Cards, Progress Reports, and Conferences

Report cards with your child's grades or performance and absences in each class or subject are issued to you at least once every six weeks.

For second, third, and fourth grade, at the end of the first three weeks of a grading period, you will be given a progress report. If your child receives a grade lower than 70 in any class or subject during a grading period, you will be requested to schedule a conference with the teacher of that class or subject.

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

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

Report cards and progress reports must be signed by the parent and should be returned to the school within one day.

Hazing

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

Bacterial Infections: If your student has been prescribed an antibiotic for illnesses such as strep or pink eye, please allow them to complete 24 hours of antibiotic treatment before returning to school.

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Chicken Pox: Students will present with fever and rash consisting of blisters that may appear first on the head then spread to the body. Students are excluded from school until blisters have crusted over. Vaccine is required.

Conjunctivitis: Both “pink eye” and allergic conjunctivitis present with red (Pink eye) itchy, watery eyes. However, when a bacterial infection is present, the eyelids are often swollen and red: the discharge is purulent and causes a crust to form during the night. A person will often complain of itching, burning, and pain. When these symptoms are present, the student must be excluded from school until the condition has been under a physician’s treatment for 12-24 hours. The eye must not be patched. It is advised that bed linens be changed and washed in hot water.

Diarrhea: Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours. NOTE: Episodes of diarrhea, whether infectious or noninfectious, are a source of EColi which could be transmitted quickly and with consequences in a communal environment. An isolated incident, that is properly maintained and contained, and is not recurring and no other symptoms are present, could allow a student to remain in a classroom setting. The student should not exhibit any other symptoms or present with an elevated temperature in order to remain in school. However, when a student experiences multiple episodes of diarrhea (3-4 loose stools), there are health concerns which exist for the student, classmates, and the caregivers. When such instances occur, the parents of the student will be asked to keep their student at home until he/she is without further episodes for 24 hours.

Fifth Disease: Students will present with redness of the cheeks (“slapped face appearance”) and body. There may be a low grade fever and students should be excluded until fever subsides.

Flu: The student will present with fever, headache, sore throat, and cough, chills, stomachache, and muscle aches. Flu is spread by coughing, sneezing, and any direct contact with nose or throat discharges. It is also air borne. Flu may last 2-7 days. The student should be kept at home until the symptoms and fever subside.

Hepatitis A: Hepatitis A presents with nausea, vomiting, headache, fever, chills, and abdominal discomfort. The symptoms may last 3-7 days or for 3 weeks with jaundice. Students should be kept at home until symptoms subside. Vaccine is state mandated.

Hepatitis B: Students will experience nausea, abdominal discomfort, malaise, enlarged tender liver, and jaundice. Vaccine is state mandated in Texas.

Pertussis: Pertussis presents with a low grade fever, runny nose, and cough that may last 2 weeks, followed by a paroxysmal coughing spell a “whoop” on inspiration. Students should be excluded until the completion of 5 days of antibiotic therapy.

Strep Throat: Strep throat will often present as a severe sore throat. It is common for the individual to have a high fever, complain of neck pain or a stomach ache and generally feels very ill. When these symptoms are present, the student must be excluded from school until the condition has been under a physician’s treatment for 12-24 hours.

Viral Meningitis: The student will present with sudden onset of fever, headache, usually with some vomiting. The student may return to school when the fever subsides. With Bacterial Meningitis, the student will experience a sudden onset of high fever, headache, and a stiff neck, usually with some vomiting. The student must have written permission from the doctor to return to school. Family members and close contacts may be treated prophylactically.

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A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#).

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Polio;
- Measles, mumps, and rubella
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis**.

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[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

Siblings within the school may be checked. If the siblings are in another CSISD school, the school nurse will notify the nurse at the other school. More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School

If a student must take medication during school hours, the student's parent must provide the medication. No medication will be given without written permission from a parent or legal guardian. The form may be downloaded at www.chinaspringisd.net under health information.

All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies**.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [school personnel and/or school volunteers] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

For additional information, see FFAC(LOCAL).

Unassigned Prescription Asthma Medication

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow a school nurse to administer an unassigned prescription asthma medication on a school campus to a student with diagnosed asthma if the nurse, in his or her professional judgment, reasonably believes the student is experiencing symptoms of asthma that

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warrant administration of the medication and the district has obtained prior written consent from the student's parent or guardian.

The school nurse may only administer unassigned prescription asthma medication to a student on a school campus. Please be aware that a school nurse will not always be available at a campus to administer this medication.

"Unassigned asthma medication" means a fast-acting bronchodilator delivered by metered dose inhaler with single use spacer or by nebulizer as a rescue medication, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of an asthma medication, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Mental Health Support

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

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

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;

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- **Counseling** on page 68 for the district’s comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

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, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

Physical Health Screenings / Examinations

As required by state law, the following health appraisals will be conducted on students of CSISD: Vision and hearing screenings will be conducted on all students in grades Pre-K, K, 1st, 3rd, 5th, and 7th as well as all students who are new to Texas Public Schools. Students, parent, and teachers may request a screening anytime during the school year. If problems are found, a parent/guardian will be notified by letter, phone, or email.

Special Health Concerns

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

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

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Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- What should you do if you think your child might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

Please see the district's website at www.chinaspringisd.net for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10.

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[See **Immunization** .]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information.

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

Food Allergies

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by contacting the school nurse.

[See **Celebrations** and policy FFAF for more information.]

Seizures

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus full-time nurse, Hillary Harvey, at (254) 836-4635.
- The campus school counselors, Rebecca Bilz and Carrie Featherston, at (254) 836-4635.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.chinaspringisd.net

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

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

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact the Deputy Superintendent, Dr. Kevin Pitts, at (254) 836-1115 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held meetings. Additional information regarding the district's SHAC is available from the Deputy Superintendent, Dr. Kevin Pitts.

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

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.chinaspringisd.net.

Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You

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are encouraged to contact the Deputy Superintendent, Dr. Kevin Pitts, with questions about the content or implementation of the district's wellness policy and plan.

Homework

Homework shall be used to support, enrich, or reinforce topics covered in class and should satisfy at least one of the following objectives:

1. To provide a drill that helps the student practice the basic skills of a subject.
2. To give students practice and extension of concepts learned in class.
3. To extend learning beyond the material that can be covered in class.
4. To develop effective study methods.
5. To help the student prepare for classroom work.
6. To allow students to make up work after absences
7. To provide a means of re-teaching TEKS--Texas Essential Knowledge and Skills.

Parents are responsible for ensuring that their child does the homework assigned each day. Regular monitoring of the homework provides a good overview of how and what the student is doing in various subjects. Homework provides a regular channel of communication between the parent and the teacher.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal or designee, will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.

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

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

A parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the

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classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary be released unaccompanied.

During Lunch

Students are not allowed to leave campus for lunch.

At Any Other Time during the School Day

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

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

Lost and Found

A lost and found collection area will be in a designated area. A student who loses an item should check with the receptionist before checking in the closet. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade.**]

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

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

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Kevin Pitts, Deputy Superintendent, 12166 Yankie Road, kpitts@chinaspringisd.net (254) 836-1115.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Dr. Nicholas Smith, Executive Director of Special Education, 12166 Yankie Road, nsmith@chinaspringisd.net (254) 836-1115.
- For all other concerns regarding discrimination, see the superintendent: Dr. Marc Faulkner, 12166 Yankie Road, marc@chinaspringisd.net, (254) 836-1115.

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's 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 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 at (254) 836-4635 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. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Parent Teacher Association (PTA) and Watch D.O.G.S. (Dads of Great Students)
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact the principal and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6:00 p.m. at the administration building on 12166 Yankie Road. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the administration building. The agenda will show the date, time, place and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice. [See policies BE and BED for more information.]

Parent and Family Engagement Policy (ESSA Section 1116)

Campus Mission: Our mission, in partnership with the community, is to provide individualized learning experiences to prepare students for success in life.

Campus Vision: Our vision at China Spring Elementary School is to strive for continuous improvement of our educational system by providing opportunities for all to achieve excellence.

Policy Purpose: China Spring Elementary is committed to our district mission of partnering with the community in an effort to provide educational opportunities that serve the needs of all students. Education succeeds best when there is a strong partnership and communication between home and schools. The parent involvement policy is one that needs to be reviewed annually to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel should work together to achieve such a policy.

Policy Involvement

1. The school shall jointly develop with, and distribute to, parents of participating students a written parent and family engagement policy, that describes the means for carrying out the policy requirements.

Every year in October, the school holds a Site-Based Decision Making (SBDM) committee meeting to review with parents Title I school requirements and the school's Parent and Family Engagement Policy. (Refer to the mission, vision and policy purpose listed above.) In addition, the principal discusses the purpose of the committee, the role that all elementary parents play, the importance of parent involvement, the School-Parent Compact, and the year-long goal of making changes for improvement by reviewing the Campus Improvement Plan (CIP).

2. The school shall convene an annual meeting, at a convenient time, to which all parents of participating children must be invited and encouraged to attend, to inform parents of their school's participation in Title I, the requirements of the program, and the right of the parents to be involved.

An annual meeting held at the elementary school where parents learn about the requirements of the school's Title I program, and other federal funds, occurs in the fall. Dr. Kevin Pitts, Deputy Superintendent, presents the annual Title I meeting. In addition to this policy, the Parent and Family Engagement Policy will be reviewed and discussed. Parent notification of the annual meeting will take place via email from the principal, newsletter article placed in the Cougar Tracks, and posted on the school's social media accounts (Facebook, Twitter, and Instagram).

3. The school shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

Parents are invited to participate in a variety of meetings and activities over the course of the school year. Parent Orientation is held the first two weeks in September to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and procedures. Parents will be invited to participate in a parent-teacher conference toward the end of September or beginning of October to discuss their child's progress. Teachers may receive parents in the morning, during the school day and/or afterschool to accommodate as many reciprocating parents as possible.

An annual Title I program requirements review, along with the review of other federal funds, will be presented by Dr. Kevin Pitts and will be offered at the elementary school on two

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different days at two different times to accommodate the needs of parents.

(EXAMPLE: October 6 at 3:45PM through SBDM committee meeting and October 11 at 9:00AM) Title I funds may be used to pay for any reasonable and necessary expenses such as transportation or childcare to enable parents to participate in school-related meetings and training sessions, as needed.

4. The school shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan.

Our school annually invites parents to participate in review and revision meetings to examine and discuss our Campus Improvement Plan through the Site-Based Decision Making (SBDM) committee. The SBDM committee is comprised of parents, community members and/or business representatives, along with faculty and staff, who consistently reviews school policy in an organized, ongoing and timely way. This committee has as its purpose to advise the principal in the areas of planning, budgeting, curriculum, staffing patterns, staff development and school organization through the review and progress of meeting the goals listed in the Campus Improvement Plan. This committee meets a minimum of four times per school year and all elementary parents are invited to all SBDM meetings. In addition, an organized Parent Teacher Association (PTA) has been established in our school to create a forum for parental input and involvement. Our PTA affiliation connects our school to parental involvement resources at the state and national level.

5. The school shall provide parents of participating children— (A) timely information about Title I programs; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Parents will be notified timely of all program meetings, assessment expectations, and school-wide requirements via email from the principal, Cougar Tracks newsletter, and by social media (Facebook, Twitter, and Instagram). A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (STAR Enterprise math and reading benchmarks, TPRI, TEMI, STAAR, etc.) and proficiency levels students are expected to meet, will be provided to parents through parent/teacher conferences and through the review of the Campus Improvement Plan (CIP). Assistance to parents in understanding the State's academic content standards, known as the Texas Essential Knowledge and Skills (TEKS), as well as the State of Texas Assessments of Academic Readiness (STAAR) assessment, will be communicated through parent/teacher conferences. We use a variety of communicative techniques to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement. (EX: Student Handbook, grade level or classroom newsletter, Cougar Tracks newsletter, school website, student communication folder, and SeeSaw communication app, etc.)

6. If the school-wide program plan (Campus Improvement Plan, CIP) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

The Site-Based Decision Making (SBDM) committee is comprised of elementary parents, community members and/or business representatives, along with faculty and staff. This committee has as its purpose to advise the principal in the areas of planning,

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budgeting, curriculum, staffing patterns, staff development and school organization through the review and progress of meeting the goals listed in the Campus Improvement Plan. The committee meets a minimum of four times per school year and all elementary parents are invited to attend the meetings.

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, shall:

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the Title I requirements, and how to improve the achievement of their children.

The education of a student is not only the responsibility of the teacher, but also the parent and the child. For this reason, a School-Parent Compact has been developed and is utilized in our school. The School-Parent Compact is designed by parents and school staff and is located in the student handbook. The compact outlines how parents, the entire school staff, and students should build and develop a partnership to help children achieve the State's high standards. The contract is reviewed in parent/teacher conferences to remind each participant of their responsibilities, when needed. A minimum of one scheduled parent/teacher conference is held where the compact is discussed as it relates to the progress of the student, school curriculum and grade level expectations. At any time, a parent may request a meeting with the classroom teacher or administrator by phone, email, or in writing. In assisting parents based on their student's academic needs, we have a variety of options that can be discussed through Response to Intervention (RtI).

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology.

In an effort to build a strong home-school partnership, teachers utilize several avenues to foster parental involvement whether communicating through SeeSaw, email, notes, phone calls, and in person meetings. In regards to trainings, the school provides a K & 1st Reading and Math Camp Out Family Night and a 2nd & 3rd Reading and Family Camp Out Night. Students camp out and participate in various activities while parents learn some fun and engaging ways to practice reading and math at home and leave with make-and-take materials.

(iii) educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Faculty and staff members will be cognizant of educational research on parent involvement. One item on the SBDM committee agenda will be to review research and choose articles regarding the importance of parent involvement. Parents serving on the committee, as well as those attending the meeting, will provide their input and choose the articles that they feel are important for the school staff to know regarding parent involvement. Once articles are selected, staff development will be provided to educate and remind the staff on the importance of parent involvement and creating a healthy home-school partnership.

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers.

Our full day pre-k program is a State funded program that is open to 3 and 4 year old children from low-income, dual-language, foster or military families. Pre-k parents get to

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participate in all school-wide parent involvement activities. Field trips and on campus activities are plentiful throughout the year and parents are encouraged to attend these events as often as possible. A parent and staff resource library is located in the elementary library and can be accessed per assistance from the campus librarian.

(v) information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and , to extent practicable, in a language parents can understand.

An ESL teacher assists our school with both oral and written forms of communication in various languages, when necessary, to ensure all information related to our school is understandable.

(vi) provide such other reasonable support for parental involvement activities as parents may request.

Parent Involvement Activities:

-Watch D.O.G.S. (Dads Of Great Students) Program

-Parent Teacher Association (PTA –An Evening with Santa Event & Fun Run Event

-P.A.W.W.S. Volunteer Reading Program – (Positive Adults Working With Students)

**Ask the office staff for a list of additional parent involvement activities.*

Reviewed and approved annually by the principal and the campus Site Based Decision Making (SBDM) Committee.

Política de participación de padres y familias (Sección 1116ESSA)

Misión del campus: Nuestra misión, en asociación con la comunidad, es proporcionar experiencias de aprendizaje individualizadas para preparar a los estudiantes para el éxito en la vida.

Visión del campus: Nuestra visión en la Escuela Primaria China Spring es luchar para mejorar y continuar nuestro sistema educativo proporcionando oportunidades para que todos alcancen la excelencia.

Propósito de la política: China Spring Elementary está comprometida con la misión de nuestro distrito de asociarse con la comunidad en un esfuerzo por proporcionar oportunidades educativas que satisfagan las necesidades de todos los estudiantes. La educación tiene más éxito cuando existe una fuerte asociación y comunicación entre el hogar y las escuelas. La política de participación de los padres es una que debe revisarse anualmente para mantener su eficacia en la satisfacción de las necesidades de los niños que viven en una sociedad en constante cambio. Los padres y el personal de la escuela deben trabajar juntos para lograr tal política.

Política Participacion

1) La escuela desarrollará conjuntamente y distribuirá a los padres y miembros de la familia de los niños participantes una política escrita de participación de los padres y la familia, acordada por dichos padres, que describirá los medios para llevar a cabo los requisitos de las subsecciones (c) de la Sección 1116 de la ESSA a través de (f). Los padres serán notificados de la política en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma

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que los padres puedan entender. Dicha política se pondrá a disposición de la comunidad local y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela.

En octubre, nuestra escuela celebra la primera reunión del comité que toma decisiones basadas en el sitio (SBDM) para revisar con los padres los requisitos escolares de Título I y la Política de participación de padres y familias de la escuela. (Consulte la misión, la visión y el propósito de la política enumerados anteriormente). Además, el director discute el propósito del comité, el papel que desempeñan todos los padres de primaria, la importancia de la participación de los padres, el Pacto Escuela-Estudiente-Padre y el meta de un año de hacer cambios para mejorar mediante la revisión del Plan de Mejoramiento del Campus (CIP).

La educación de un estudiante no es solo responsabilidad del maestro, sino también de los padres y el niño. Por esta razón, se ha desarrollado un Pacto Escuela-Estudiente-Padre que se utiliza en nuestra escuela. El Pacto Escuela-Estudiente-Padres está diseñado por los padres y el personal de la escuela y se encuentra en el manual del estudiante. El compacto describe cómo los padres, todo el personal de la escuela y los estudiantes deben construir y desarrollar una sociedad para ayudar a los niños a alcanzar los altos estándares del estado. El maestro firma el contrato firmado y se utiliza en las conferencias de estudiantes y padres para recordar a cada participante sus responsabilidades, cuando sea necesario. Se lleva a cabo un mínimo de una conferencia programada de padres / maestros donde se discute el acuerdo en relación con el progreso del estudiante, el currículo escolar y las expectativas de nivel de grado.

2) La escuela convocará una reunión anual, en un momento conveniente, a la cual todos los padres de los niños participantes serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela bajo esta parte y explicar los requisitos de esta parte y el derecho de los padres a participar.

En el otoño, en la escuela primaria, se realizará una reunión anual en la que los padres conocerán los requisitos del programa Título I de la escuela y otros fondos federales. El Dr. Kevin Pitts, Superintendente Adjunto, presentará la reunión anual de Título I. Además, esta política, la Política de participación de los padres y la familia, será presentada y discutida. La notificación a los padres de la reunión anual se realizará por correo electrónico del director, se colocará en el boletín de Cougar Tracks y se publicará en las cuentas de redes sociales de la escuela (Facebook, Twitter e Instagram).

3) La escuela ofrecerá un número flexible de reuniones, como reuniones en la mañana o en la noche, y puede proporcionar, con los fondos provistos en esta parte, transporte, cuidado de niños o visitas a domicilio, ya que dichos servicios se relacionan con la participación de los padres.

Los padres están invitados a participar en una variedad de reuniones y actividades a lo largo del año escolar. La orientación para padres se lleva a cabo las dos primeras semanas de septiembre para brindarles a los padres la oportunidad de visitar formalmente el aula de sus hijos para estar mejor informados sobre las expectativas y los procedimientos a nivel de grado. Se invitará a los padres a participar en una conferencia de padres y maestros hacia fines de septiembre o principios de octubre para discutir el progreso de sus hijos. Los maestros pueden recibir a los padres en la mañana, durante el día escolar y / o después de la escuela para acomodar a tantos padres alternativos como sea posible.

El Dr. Kevin Pitts presentará una revisión anual de los requisitos del programa Título I, junto con la revisión de otros fondos federales, y se ofrecerá en la escuela primaria en dos días diferentes en dos momentos diferentes para satisfacer las necesidades de los padres. (EJEMPLO: 6 de octubre a las 3:45 p. M. A través de la reunión del comité SBDM y 11 de

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octubre a las 9:00 a. M.) Los fondos del Título I se pueden usar para pagar los gastos razonables y necesarios, como el transporte o el cuidado de los niños, para que los padres puedan participar en las reuniones relacionadas con la escuela. y sesiones de entrenamiento, según sea necesario.

4) La escuela debe involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de esta parte, incluida la planificación, revisión y mejora de la política de participación de padres y familias de la escuela y el desarrollo conjunto del plan del programa de toda la escuela bajo la sección 1114 (b) (Plan de Mejoramiento del Campus).

Nuestra escuela invita anualmente a los padres a participar en las reuniones de revisión y revisión para examinar y discutir nuestro Plan de mejora del campus a través del comité de toma de decisiones en el sitio (SBDM). El comité SBDM está compuesto por padres, miembros de la comunidad y / o representantes comerciales, junto con el profesorado y el personal, que revisan constantemente la política escolar de manera organizada, continua y oportuna. Este comité tiene como propósito asesorar al director en las áreas de planificación, presupuesto, plan de estudios, patrones de personal, desarrollo del personal y organización escolar a través de la revisión y el progreso del cumplimiento de las metas enumeradas en el Plan de Mejoramiento del Campus. Este comité se reúne un mínimo de cuatro veces por año escolar. Todos los padres de primaria están invitados a todas las reuniones de SBDM.

Se ha establecido una Asociación de Padres y Maestros (PTA) organizada en nuestra escuela para crear un foro para la participación y participación de los padres. Nuestra afiliación a la PTA conecta nuestra escuela con los recursos de participación de los padres a nivel estatal y nacional.

5) La escuela proporcionará a los padres de los niños participantes: (A) información oportuna sobre los programas de esta parte; (B) una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de rendimiento de los desafiantes estándares académicos estatales; y (C) si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a tales sugerencias lo antes posible.

Los padres recibirán una notificación oportuna de todas las reuniones del programa, las expectativas de evaluación y los requisitos de toda la escuela por correo electrónico del director, el boletín de Cougar Tracks y las redes sociales (Facebook, Twitter e Instagram). Se proporcionará a los padres una descripción y explicación del plan de estudios utilizado, las formas de evaluaciones académicas utilizadas para medir el progreso del estudiante (puntos de referencia de matemáticas y lectura de STAR Enterprise, TPRI, TEMI, STAAR, etc.) y los niveles de competencia que los estudiantes deben cumplir. a través de conferencias de padres / maestros y a través de la revisión del CIP. La asistencia a los padres para comprender los estándares de contenido académico del Estado, conocidos como Conocimientos y Habilidades Esenciales de Texas (TEKS), así como la evaluación de Evaluaciones de Preparación Académica (STAAR) Estado de Texas, se comunicará a través de reuniones escolares y / o conferencias de padres y profesores. Utilizamos una variedad de técnicas comunicativas, como nuestro Manual para el alumno, el boletín de nivel de grado o del aula, el boletín Cougar Tracks, el sitio web de la escuela, la carpeta de comunicación del alumno, la aplicación de comunicación SeeSaw, las conferencias de padres / maestros, la noche de reunión para maestros, la noche de orientación para padres, las reuniones de Rtl , Reuniones del IEP, reuniones de la Sección 504, notas individuales / llamadas a casa, encuestas en línea para

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padres, etc. para solicitar la participación de los padres y entregar información importante con la esperanza de crear un diálogo productivo entre el hogar y la escuela con respecto al mejor rendimiento estudiantil.

6) Si el plan del programa de toda la escuela (Plan de Mejoramiento del Campus, CIP) bajo la sección 1114 (b) no es satisfactorio para los padres de los niños participantes, envíe los comentarios de los padres sobre el plan cuando la escuela lo ponga a disposición de la agencia educativa local.

El comité de toma de decisiones basado en el sitio (SBDM) está compuesto por padres de primaria, miembros de la comunidad y / o representantes de negocios, junto con la facultad y el personal. Este comité tiene como propósito asesorar al director en las áreas de planificación, presupuesto, plan de estudios, patrones de personal, desarrollo del personal y organización escolar a través de la revisión y el progreso del cumplimiento de las metas enumeradas en el Plan de Mejoramiento del Campus. Este comité se reúne un mínimo de cuatro veces por año escolar. Todos los padres de primaria están invitados a todas las reuniones de SBDM.

7) Para garantizar la participación efectiva de los padres y para apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, deberán: Sección 1116

(i) Brindar asistencia a los padres de niños atendidos por la escuela, según corresponda, en la comprensión de temas como los desafiantes estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos de esta parte y cómo monitorear el progreso de un niño y trabajar con los educadores para mejorar el logro de sus hijos.

Los padres pueden solicitar una reunión con el maestro o administrador de la clase por teléfono, correo electrónico o por escrito. Al ayudar a los padres en función de las necesidades académicas de sus estudiantes, tenemos una variedad de opciones que se pueden discutir a través de la Respuesta a la Intervención (Rtl), Sección 504, o Educación Especial en función de las necesidades de calificación del estudiante: Servicios de Intervención de Lectura y Matemáticas, Servicios del Habla, Programa de Dislexia Escocés de Rito, Programa para Dotados y Talentosos (GT), Programa de Inglés como Segundo Idioma (ESL), y / o Servicios de Educación Especial.

(ii) proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como la capacitación en alfabetización y el uso de tecnología (incluida la educación sobre los daños de la piratería de derechos de autor), según corresponda, para fomentar la participación de los padres.

En un esfuerzo por construir una asociación sólida entre el hogar y la escuela, los maestros utilizan varias vías para fomentar la participación de los padres, ya sea comunicándose a través de SeeSaw, correo electrónico, notas, llamadas telefónicas y reuniones en persona. En lo que respecta a los entrenamientos, la escuela ofrece una Noche Familiar de Campamento de Lectura y Matemáticas K y 1º y una Noche de Campamento Familiar de Lectura y Tercero. Los estudiantes acampan y participan en diversas actividades mientras los padres aprenden algunas formas divertidas y atractivas de practicar lectura y matemáticas en casa y salir con materiales para hacer y llevar.

(iii) educar a los maestros, personal de apoyo educativo especializado, directores y otros líderes escolares, y otro personal, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo comunicarse, comunicarse y trabajar con los padres como socios iguales, implementen y coordinen programas para padres y forjen lazos entre los padres y la escuela.

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Un artículo en la agenda del comité SBDM es revisar y elegir artículos sobre la importancia de la participación de los padres. Los padres de primaria, los representantes comerciales y los miembros de la comunidad que forman parte del comité brindan su opinión y eligen los artículos que consideran importantes para que el personal escolar sepa sobre la participación de los padres. Una vez que se seleccionan los artículos, se proporciona desarrollo del personal para educar al personal sobre la importancia de la participación de los padres y la creación de una asociación saludable entre el hogar y la escuela. Los padres de la Asociación de Padres y Maestros (PTA) pueden revisar y elegir artículos sobre la importancia de la participación de los padres si el comité SBDM no lo revisa. (EJEMPLO DE ARTÍCULOS UTILIZADOS: Construcción de relaciones entre padres y maestros yy desarrollo de asociaciones positivas entre padresmadres)

(iv) en la medida de lo posible y apropiado, coordine e integre los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y realice otras actividades, como centros de recursos para padres, que alienten y apoyen a los padres para que participen más plenamente en la educación de sus hijos.

Nuestro programa de prekínder de día completo es un programa financiado por el Estado que está abierto a niños de 3 y 4 años de familias de bajos ingresos, bilingües, de acogida o militares. Los padres de prekínder pueden participar en todas las actividades de participación de padres en toda la escuela. Una biblioteca de recursos para padres y personal se encuentra en la biblioteca primaria y se puede acceder por bibliotecario del campus.

(v) proporcionar otro tipo de apoyo razonable para las actividades de participación de los padres que los padres puedan solicitar.

Programa de) del Programa DOGS (Padres de Grandes Alumnos)

la Asociación de Padres y Maestros (PTA- Evento de una tarde con Santa y Diversión de Boosterthon

Programa de Lectura Voluntaria de PAWWS - (Adultos positivos trabajando con estudiantes)

** Solicite al personal de la oficina una lista de las actividades adicionales de participación de los padres solicitados.*

Revisado y aprobado anualmente por el Comité de toma de decisiones basadas en el sitio (SBDM) del campus.

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** .]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency with a grade of at least 70 based on grade level or 70% mastery on standards-based report card. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

In second, third, and fourth grade, promotion is based on an overall average of 70 on a scale of 100 based on grade-level standards (essential knowledge and skills) for the core subject areas of English/language arts, mathematics, reading, science and social studies. In addition, a grade of 70 or above shall be required in both reading and math.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** .]

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

Release of Students from School

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

A student who will need to leave school during the day should bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Check out procedures include the person picking up the child must present a current driver's license and that person's name must be listed on school records as an appropriate contact.

Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

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

[See **Leaving Campus** .]

Report Cards/Progress Reports and Conferences

Report cards with each student's performance and absences in each class or subject are issued at least once every six weeks in grades kindergarten through third.

For second, third, and fourth grade, at the end of the first three weeks of a grading period, you will be given a progress report. If your child receives a grade lower than 70 in any subject during a grading period, parents can request to schedule a conference with the teacher of that subject.

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within two days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Safety

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

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- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by reporting to “See Something, Say Something” on the website.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency signals

One continuous pulsating alarm – evacuate the building.

For severe weather and/or tornado; students will be directed to safe shelter. Students will move quickly with no pushing or shoving. There will be no talking so that all students can hear any emergency instructions.

During a fire drill, students should exit the nearest outside door and move away from the building. If a student is not with the teacher at the time of the emergency signal, then the student should locate an adult outside the building to notify the teacher of the student’s location. During a tornado drill or alert, students should move to a designated area in the hallway, kneel down facing the wall, duck and cover their heads.

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student’s parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

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Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: 1) use of a communication system, Swift K12, which will allow the superintendent to call homes to give any emergency or important information and 2) local radio and TV stations.

In case of severe weather, local radio and TV stations (Channel 10, Channel 6, Channel 25, 95.5 FM, and 820 AM) will announce any school closing or late starting time. Students and parents should listen for these announcements as early as 6:00 a.m. during the period of severe weather conditions.

If a severe weather alert and/or heavy rains that cause flooding occur at dismissal time, children may be retained in their classrooms until it is deemed safe to dismiss them. However, students may be dismissed if they are picked up by a parent. The parent should go to the office for the student to be called.

[See **Communications-Automated, Emergency** .]

School Facilities

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 central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Dr. Kevin Pitts, Deputy Superintendent, the district's designated asbestos coordinator, at (254) 836-1115.

Food and Nutrition Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

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Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See someone in the office to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see Dr. Kevin Pitts at (254) 836-1115. [See policy FFA for more information.]

Pest Management Plan

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Dr. Kevin Pitts, the district's IPM coordinator, at (254) 836-1115.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways during Class Time

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

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Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:00 am.

- Cafeteria
- Designated waiting areas
- Nurse/Office when needed

Library

Checkouts

Students are allowed two check-outs at a time.

- Books may be checked out for ten (10) school days (two weeks).
- Books may be renewed twice, but must be brought to the library for renewal.

NOTE: Students who have fines or overdue books will not be allowed new checkouts. Students must present their photo ID to check out items from the library.

Fines

Students are responsible for the items that they check out. Items must be returned in the same condition as when they were checked out. Fines will be assessed for damaged books.

Damage fines will start at \$1.00, and may be as much as the cost of the item if it cannot be repaired.

Books returned to the library after the date due will be assessed a fine of \$.10 per day late.

Late notices and fine notices will be sent home when a student goes to the circulation desk, and will be sent with the report card at the end of the six week's reporting period.

Report cards will be held at the end of the year for fines or overdue books.

Hours

Students will go to the library once a week during specials time. There will also be designated times for each grade level to go to open checkout should they finish a book before their next regularly scheduled library time.

Volunteers

The library accepts adult volunteers.

Adult volunteers:

- Must complete an application and a criminal history.
- Must be interviewed and trained by the librarian before assuming duties.
- The duties will consist of checking in and out books and materials, shelving books and materials, and helping in other ways.

Photo ID Cards

- Students at China Spring will have a photo ID card made during the first three weeks of school or within one week of new registration.
- The first card will be issued free of charge. If a student loses or permanently damages the card, a replacement must be purchased for \$5.00.
- The photo ID card will be used for checking out materials from the library.

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School-Sponsored Field Trips

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

The district is not responsible for refunding fees paid directly to a third-party vendor.

When it is appropriate for parents to attend the field trip, the parent must be screened by the district to determine eligibility to attend the event. Screening requires the completion of a document that can be obtained at the school. The form is then sent to the administration building for a background check. This process requires at least a few days (sometimes more). This screening is to avoid any unsafe situations for our students. Thank you for understanding.

To prevent confusion regarding supervision of students, students will ride to the field trip destination and return to the school on the school bus unless special arrangements are made ahead of time.

Searches

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

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Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school sponsored activities.

Telecommunications and Other Electronic Devices

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

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

[See **Electronic Devices and Technology Resources** and policy FNF(LEGAL) for more information.]

Trained Dogs

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

See Something Say Something

See Something Say Something is CSISD's tip line. It gives everyone a safe way to report information about something that they know including a crime, a suspicion, an incident, a threat, something that scares them, etc. without fear that someone will retaliate against them for telling. It is an online form located on the district's website under the student tab.

Special Programs

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Dr. Nicholas Smith, Director of Special Education Services.

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

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8

China Spring Elementary School Student Handbook

- Reading, annually in grades 3–8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns** and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Students in Foster Care

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

Please contact Dr. Nicholas Smith, Director of Special Education, who has been designated as the district's foster care liaison, at (254) 836-1115 with any questions.

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[See **Students in the Conservatorship of the State** .]

Students Who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, Dr. Kevin Pitts, Deputy Superintendent, at (254) 836-1115.

[See **A Student Who is Homeless** .]

Summer School

Summer School for elementary students will be provided for China Spring ISD students. Two variations are offered at the same time in the month of June:

- 1) **Jump Start Extended-Year Summer School Program** for students who have not met the promotion requirements in one or more subjects or due to excessive absences.
- 2) **Jump Start Summer School Program** for students who pass the grade level, but are borderline and could benefit from extra assistance to fill in gaps.

The summer programs are housed at a campus in the district as decided on by the Superintendent and is intended to provide struggling students with additional reading and math support in preparation for the next school year. See the counselor for summer school information.

Tardies

School begins each day at 7:50 a.m. with students being tardy after 8:00 a.m. Each time a student arrives at school past 8:00 a.m., the student must stop by the reception desk and will be issued a tardy slip regardless of the reason. If a student accumulates four tardies in one six weeks grading period, the assistant principal will be notified. The assistant principal will contact the parents of the student to determine the reason for the numerous tardies. If the student is late to school a fifth time within the same six-weeks grading period, the parents will be notified and the student will be given an in school detention (lunch and/or recess). For each additional tardy during the same six-weeks grading period, the student will receive an in school detention (lunch and/or recess) or an after-school detention assignment. This process will start over at the beginning of each six-weeks grading period. Failure to attend assigned detention may lead to placement in In-School-Suspension (ISS).

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

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A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library**.

Transfers

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students. This service is provided at no cost to students. PLEASE NOTE: Due to the full capacity of our buses, we are unable to accept any type of bus notes stating that a student may ride the bus home with another student.

Students can be transported to one of three places (their home, licensed daycare facility, or grandparent's home if they go there every day). For students in second grade and below (due to their young age), it is vital that a parent/guardian (or designated adult by the family), be present at the bus stop or home to accept the student.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Please keep in mind that the bus driver has no way of knowing when a student enters their home if someone is there or not; therefore, it is extremely helpful when a bus driver can see the parent, guardian, or adult at the door or standing in front of the home when dropping the student off. When a bus driver is able to recognize when a parent/guardian/adult is not present or when a student informs the bus driver that no one is present to pick them up, they are instructed to bring the student back to the elementary school. If it is a recurring issue that the student has to be returned to the campus, an administrator will determine if the student will be able to continue riding the afternoon bus.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.
- When students ride in a district van or passenger car, seat belts must be fastened at all times.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

School Bus Rules

The following rules apply to regular bus routes, field trips, and extracurricular trips.

1. The bus driver is in absolute charge at all times.
2. The conduct of the students on the bus is expected to be the same as that demanded in the classroom. Any conduct that is distracting to the driver will not be tolerated.
3. Students must be at the bus stop on time. Buses will not be able to wait for riders.
4. Students waiting for the bus to arrive must stand back from the roadway to be protected from traffic and, if necessary, so that the bus may pull off the roadway to load the students.
5. Students must show respect for the rights of others property while on the bus and at the bus stop locations.
6. Students must remain seated at all times while the bus is moving. Students cannot change seats at any time during the bus route without the permission of the bus driver. With the driver's permission, students may only change seats when the bus has stopped.
7. For the protection of everyone on the bus, all students must be seated on their bottom. Standing or riding on the knees is not allowed.
8. Students must not place anything outside of the bus window including arms, hands, head, and any other objects.

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9. Each student is responsible for maintaining the cleanliness of the bus. Students who discard trash on the bus must pick it up and place it in the bus' trash can.
10. Profanity, sexual comments, or harassment is unacceptable on the bus.
11. Any act of vandalism which results in the defacing or other damage to a school bus will result in the parents being required to pay for the damage(s). The student's riding privilege will be revoked until the parent pays for the damage(s).
12. Tobacco in any form is not allowed on the bus.
13. Pens and pencils must not be carried on the bus by hand. These items must be in a book bag or a notebook while on the bus.
14. Students must never bring knives or any other sharp/cutting instrument onto the bus. If these items are discovered or displayed; they will be confiscated and given to the campus principal.
15. No items are allowed to be thrown on the bus or out of the bus window.
16. The rear emergency door, emergency roof hatch, and emergency windows of the bus must remain closed unless the driver directs a student to open it or unless an actual emergency occurs.
17. A student suspended from a regular bus route may ride the bus for field trips or extracurricular trips unless the student's behavior on the bus is poor during these trips.
18. Any severe rule infraction, such as fighting, may result in an immediate bus suspension. Other disciplinary action may also be taken by the student's campus principal.
19. Cameras may be used on school buses.
20. Students may take bottled water on the bus.
21. The district's student code of conduct is in effect while riding the school bus.

CONSEQUENCES FOR VIOLATING BUS RULES – Next Page

School Bus Rules - Consequences for Violating Rules

Students are under the Code of Student Conduct when they are on any school transportation. Any student who violates that code or the established rules of conduct while on school transportation may be denied transportation services and will be disciplined. **A conference with the principal, the student, the transportation director, and the parent(s) may be required. The principal may suspend the student's bus-riding privileges. If so, the parents will be notified prior to the time the suspension takes effect.**

China Spring Elementary School - 2nd through 4th Grade

LEVEL I Bus Offenses:

- Refusing to obey driver
- Failure to remain seated
- Rude or discourteous conduct
- Hanging out of window
- Throwing objects in or out of bus
- Behavior relating to safety, well-being, and respect for others

1st, 2nd, 3rd, and 4th Offenses:

Bus conduct report submitted, Parent contact made by campus administrator, See Level I Consequences below.

****LEVEL I OFFENSES ARE NOT LIMITED TO THOSE LISTED ABOVE. REPEATED VIOLATIONS SHALL RESULT IN A MORE SEVERE RESPONSE INCLUDING MOVEMENT TO LEVEL II AS DETERMINED BY CAMPUS ADMINISTRATOR.**

LEVEL II Bus Offenses:

- Persistent misbehavior (*repeated Level I offenses*)
- Insubordination
- Destruction of property
- Fighting/Pushing/Pinching
- Inappropriate touching
- Theft
- Profanity/Inappropriate comments
- Bullying

5th, 6th and 7th Offenses: Bus conduct report submitted, Parent contact made by campus administrator, See Level II Consequences below.

****LEVEL II OFFENSES INCLUDE PERSISTENT REPETITION OF LEVEL I AND OTHER OFFENSES ON THE BUS AND ARE NOT LIMITED TO THOSE LISTED ABOVE. THE DISCIPLINARY ACTION WILL DEPEND ON THE OFFENSE, PREVIOUS ACTIONS, AND THE SERIOUSNESS OF THE MISBEHAVIOR AS DETERMINED BY CAMPUS ADMINISTRATOR.**

LEVEL I and II Bus Consequences:

- | | |
|--|---|
| <input type="checkbox"/> Parent Contact – phone conversation/parent conference | <input type="checkbox"/> ISS (In School Suspension) |
| <input type="checkbox"/> Written warning | <input type="checkbox"/> Bus suspension- up to 3 days |
| <input type="checkbox"/> Withdrawal of privileges (recess and/or lunch detentions) | <input type="checkbox"/> Bus suspension- 2 weeks |
| | <input type="checkbox"/> Bus suspension- remainder of school year |

This is not an inclusive list but provides an overview of some of the consequences that can be assigned by the campus administrator. Final decisions are made by the campus principal.

Disciplinary sanctions and changes in transportation for a student with a disability will be made in accordance with the student's Individual Education Plan (IEP) or other individually designed program.

Student Name _____ Grade _____

Parent Signature _____ Date _____

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Vandalism

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Dr. Nicholas Smith, Director of Special Education, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

Visitors to the School

General Visitors

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

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Please notify the school office to schedule the best possible time. Visitors may not interfere with instruction or disrupt the normal school environment.

When parents enter the building, please enter only through the front doors of the school campus and sign the "visitors" roster at the desk in the front foyer and show driver's license. In order not to appear discriminatory, all visitors must follow these procedures. Staff may not recognize parents or know of custody issues.

The office staff will provide a visitor or volunteer a pass which must be worn in plain sight while in the school building and then returned at the conclusion of the visit. **For the safety and protection of all students, it is imperative that the school personnel know at all times who is visiting on the campus. Anyone not appearing on a student's contact list will not be permitted to visit with a student or in a classroom. The principal has the right to refuse entry or request any unauthorized person to leave the campus.**

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

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Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the school secretary for more information and to complete an application. Once the application and background check is approved you will be notified and may begin volunteering.

Withdrawing from School

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the registrar specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the registrar's office.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

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Glossary

Accelerated instruction, also referred to as supplemental instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. .

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

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PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

Appendix: Freedom from Bullying Policy

Policy FFI(LOCAL) adopted on 10/31/2017

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.chinaspringisd.net. Below is the text of China Spring ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Bullying Prohibited

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

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

Retaliation

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

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

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A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

Concluding the Investigation

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.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving

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parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

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

Counseling

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Records Retention

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

Access to Policy and Procedures

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

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Bully Reporting Form

China Spring ISD strongly believes that **every student** deserves to feel safe at school; therefore, we want to encourage you to report bullying. You also should report any problems that are happening somewhere else, but affecting you or someone else at school. Complete this form to report to administration any problems you or someone else is having with other students or adults that affect you at school.

Another way to report bullying is to go to the China Spring ISD website and under both the parent and student sites, there is a link to send an anonymous email to report bullying. You can also tell an administrator or counselor **in person** about what you have experienced. Your information will be kept **confidential**.

What is the name of the victim(s)? _____

What campus is the victim on? _____

What is the name(s) of the person(s) doing wrong? _____

When did the incident happen? _____

Where did the incident happen? _____

Describe what happened. _____

Did any other person(s) witness the incident? If so, whom? _____

Have you reported this to anyone? If so, to whom? _____

You can:

- 1) Mail this form to **Bianca Martinez**, 7301 North River Crossing, China Spring, TX 76633,
- 2) Put it in an envelope with "Counselor" written on the envelope and turn in to the front office of your school, or
- 3) Hand it to your Counselor.

Please report it so someone can help.

Your name (optional) _____