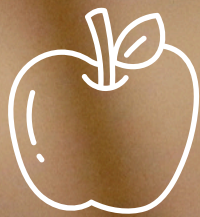
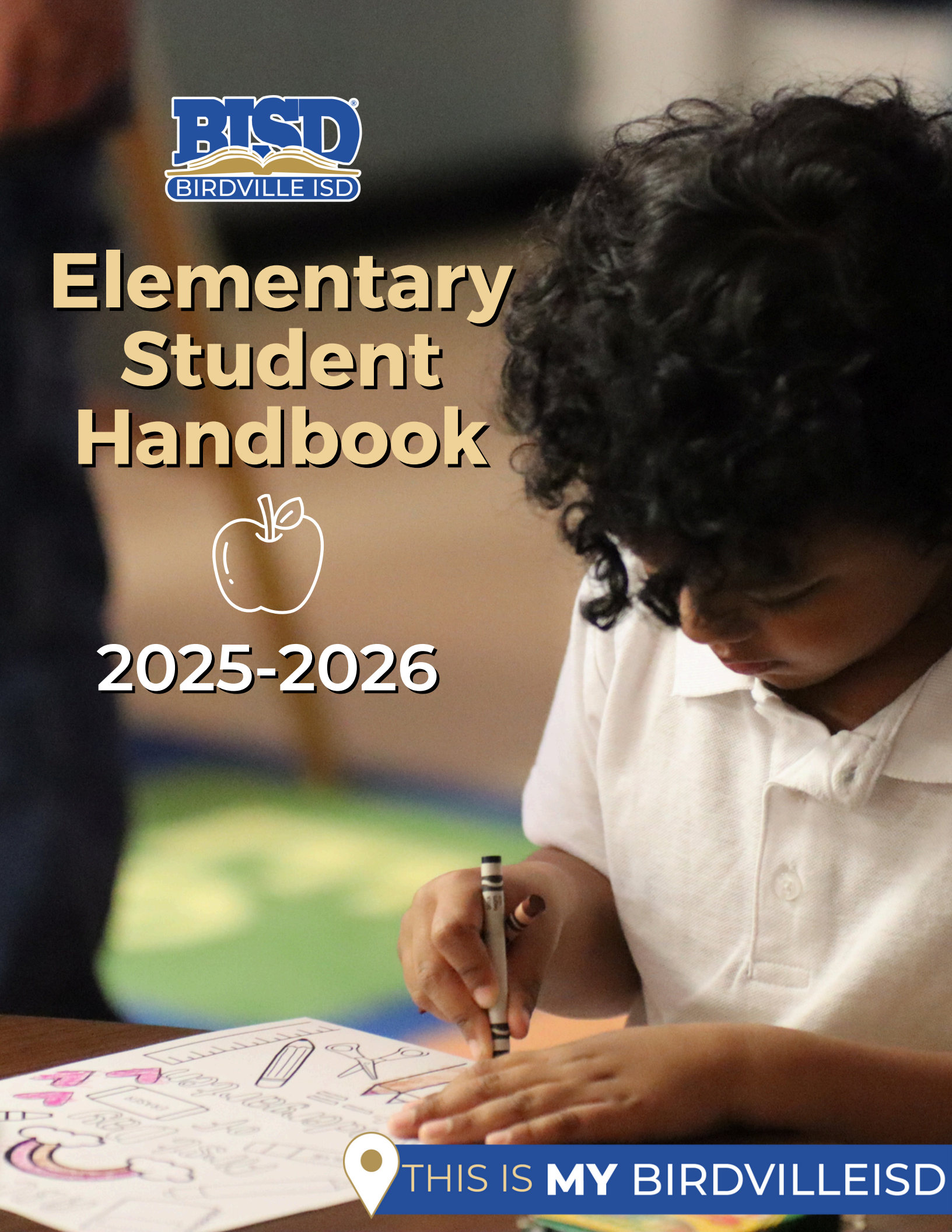




# Elementary Student Handbook



**2025-2026**



THIS IS **MY** BIRDVILLEISD



6125 E. Belknap Haltom City, Texas 76117 | 817-547-5700 | FAX 817-838-7261  
[www.birdvilleschools.net](http://www.birdvilleschools.net)

# 2025-2026 Elementary Student Handbook

[www.birdvilleschools.net](http://www.birdvilleschools.net)

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**Trustee**

Richard Davis  
**Trustee**

Kris Drees  
**Trustee**

## **Cabinet**

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**Superintendent**

Elizabeth A. Clark, Ed.D.  
**Associate Superintendent for Curriculum, Instruction and Accountability**

Skip Baskerville  
**Associate Superintendent for Human Resources, Governance and Support Services**

Katie Bowman  
**Associate Superintendent for Finance and Auxiliary Services**

Dave Lambson  
**Chief Technology Officer**

Megan Overman  
**Chief Communications Officer**



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## **Birdville ISD Elementary Schools**

### **Jack C. Binion Elementary**

7400 Glenview Drive  
Richland Hills, TX 76118  
817-547-1800  
Kenji Ford, Principal

### **Birdville Elementary**

3111 Carson Street  
Haltom City, TX 76117  
817-547-1500  
Tammy Pope, Principal

### **Cheney Hills Elementary**

3001 Dreeben Drive  
Haltom City, TX 76118  
817-547-2300  
Cheryl Waddell, Ed.D., Principal

### **Foster Village Elementary**

6800 Springdale Lane  
North Richland Hills, TX 76182  
817-547-3100  
Jason Winans, Principal

### **Green Valley Elementary**

7900 Smithfield Road  
North Richland Hills, TX 76182  
817-547-3400  
Katie Moran, Principal

### **Grace E. Hardeman Elementary**

6100 Whispering Lane  
Watauga, TX 76148  
817-547-2800  
Allison Crook, Principal

### **Holiday Heights Elementary**

5221 Susan Lee Lane  
North Richland Hills, TX 76180  
817-547-2600  
Lisa Walker, Principal

**Alliene Mullendore Elementary**  
4100 Flory Street  
Richland Hills, TX 76118  
817-547-1900  
Merritt Dobecka-Marvel, Principal

**North Ridge Elementary**  
7331 Holiday Lane  
North Richland Hills, TX 76182  
817-547-3200  
Deborah Coulson, Principal

**W.A. Porter Elementary**  
2750 Prestondale Drive  
Hurst, TX 76054  
817-547-2900  
Chad Paris, Principal

**David E. Smith Elementary**  
5020 Stephanie Drive  
Haltom City, TX 76118  
817-547-1600  
Amanda Holman, Principal

**Smithfield Elementary**  
8001 Northeast Parkway  
North Richland Hills, TX 76182  
817-547-2100  
Ryan Holzberger, Principal

**Snow Heights Elementary**  
4801 Vance Road  
North Richland Hills, TX 76180  
817-547-2200  
Susan Nall, Principal

**John D. Spicer Elementary**  
4300 Estes Park Road  
Haltom City, TX 76137  
817-547-3300  
Amy Newland, Principal

**O.H. Stowe Elementary**  
4201 Rita Lane  
Haltom City, TX 76117  
817-547-2400  
Melissa Pellegrino, Principal

**Academy at C.F. Thomas**  
8200 O'Brian Way  
N. Richland Hills, TX 76180  
817-547-3000  
Angela Limon, Principal

**Walker Creek Elementary**  
8780 Bridge Street  
North Richland Hills, TX 76180  
817-547-3500  
Susan Dean, Principal

**Watauga Elementary**  
5937 Whitley Road  
North Richland Hills, TX 76180  
817-547-3500  
Jennifer Martin, Principal

**West Birdville Elementary**  
3001 Layton Avenue  
Haltom City, TX 76117  
817-547-2500  
Billy Neal, Principal

## **Strategic Objectives**

1. All students will realize their full potential and apply themselves to academic excellence without self-imposed limitations.
2. All students will own their learning and aspire to achieve high academic goals.
3. All students will demonstrate personal responsibility and integrity reflective of noble character.
4. All students will be fully equipped and motivated to contribute to the greater good by unleashing their unique talents and gifts.

## **Our Mission**

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

## **Disclaimer**

The provisions and information set forth in this handbook are intended to be informational and not contractual in nature. Thus, this handbook is not intended, and shall not be construed, to constitute a contract between the Birdville Independent School District and any student, prospective students, agency of the local, state, or federal government, or any other person or legal entity of any and every nature whatsoever.

The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this handbook at any time, without notice and in any manner that the administration deems to be in the best interest of the District.

# Special Notice Requirements

## Assurance of Nondiscrimination

BISD does not discriminate on the basis of race, color, national origin, sex, religion, disability, age, or any other basis prohibited by law in its programs, activities, or employment practices. For inquiries regarding the non-discrimination policies, contact Skip Baskerville, Associate Superintendent for Human Resources, Governance and Support Services, 817-547-5700 or [skip.baskerville@birdvilleschools.net](mailto:skip.baskerville@birdvilleschools.net).

The Superintendent has designated Skip Baskerville, Associate Superintendent for Human Resources, Governance and Support Services, to coordinate compliances with the legal requirements of Title IX, and Jennifer Miller, Executive Director of Specialized Services, Evaluations, and Early Childhood, has been designated to coordinate compliance with the legal requirements of Section 504 and Title II of the Americans with Disabilities Act.

## Public Notice

During the 2024-2025 school year, Birdville ISD will administer the following federal programs:

- Title I, Part A – Improving Basic Programs
- Title II, Part A – Teacher and Principal Training and Recruitment Fund
- Title III – English Language Acquisition, Language Enhancement and Academic Achievement Act
- IDEA – Individuals with Disabilities Education Act
- ESSER II, III – Elementary and Secondary School Emergency Relief Fund

Representatives of privately educated students interested in participation in any of these programs can contact BISD at 817-547-5778.

## Parents Right to Know Public Notice

According to Every Student Succeeds Act, all parents have the right to know the professional qualifications of their child's teachers. Professional qualifications include whether the teacher is certified in the grade level or subject they are teaching, the baccalaureate degree they hold, and the field of discipline of their degree or certification. Birdville ISD prides itself on hiring qualified individuals who will do whatever it takes to ensure learning for each student. If you wish to know any information regarding the professional qualifications of your child's teacher, please make a written request to the principal.

## **Annual Asbestos Notification: 2025-2026 School Year**

In accordance with 40 CFR, Part 763.84(c) of EPA's Asbestos-Containing-Materials in Schools, you are hereby notified that an Asbestos Management Plan has been created for all BISD facilities by an accredited asbestos consultant agency. In September 2024, Farmer Environmental Group, Inc., a State-licensed and accredited asbestos management consult, completed the federally mandated, three-year re-inspection for this facility. A copy of the re-inspection document is included in the Asbestos Management Plan binder and/or in the Asbestos Management Plan electronic database located in the main office and is available for your review.

The District has taken action to abate the most accessible, friable forms of asbestos-containing materials (ACM), *that is, materials that can be crushed with the hand*, from its facilities, however; there are some areas of non-friable ACM which remain. Undisturbed, these non-friable materials are quite safe and pose no health hazard. Consult the Asbestos Management Plan for material identification and locations.

Successful asbestos management involves everyone. Please familiarize yourself with the information that follows to ensure the safety of yourself and others in the building. For more information regarding the District's asbestos management practices or any additions questions, please contact John Lerro, AHERA Designated Person, at the Facility Management office, 6119 East Belknap, Haltom City, 76117, Office 817-547-5842

### **Violation of Law**

#### **Alcohol, Drugs, Tobacco, and Weapons**

Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that the student may have driven to school and parked on district property is also prohibited. [See the Student Code of Conduct for information regarding disciplinary consequences].

### **Directory Information**

Certain information about district students is considered directory information and can be released to anyone who follows procedures for requesting the information, **unless the parent objects to the release of the directory information** about the child. Directory information includes: a student's name, photograph, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. No Child Left Behind (NCLB) requires that secondary parents/guardians also have the choice to restrict information to military recruiters and institutions of higher learning.

### **Proof of Child's Identity**

House Bill 1440 signed by the Governor on June 16, 1989, requires a parent or guardian to present, within 30 days of a child's enrollment, proof of the child's identity and a copy of the child's records from the most recently attended school. It also requires school districts to notify the police if this information is not provided, and to request information about whether the child has been reported missing. Districts must notify the Missing Children Information Clearinghouse if the name on the identifying document or school record differs from the name under which the child is enrolled.

### **Outdoor Air Quality**

All students participating in activities that involve outdoor physical exertion shall be required to provide a medical release from a physician if their respiratory system is compromised by ozone or exercise-

induced asthma. The medical release is in addition to the standard form completed during the physical required for students in athletics and shall be the responsibility of the parent. The medical release should be given to the school nurse, coach, or sponsor. Parents who do not want a student to participate due to medical or ozone-related weather conditions must notify the teacher/sponsor/director prior to the extra-curricular event.

### Ozone and General Weather Procedures

Procedure	Explanation
What is Ground Level Ozone?	Ozone occurs naturally in the stratosphere to provide a protective layer high above the earth. At ground level, it is the prime ingredient of smog.
Effect of Ground Level Ozone on Adults & Children	<p>Because children’s respiratory systems are still developing, they are more susceptible than adults to environmental threats. When children and some adults (usually the elderly) breathe high concentrations of ground-level ozone and particulate matter during hot weather the following biological factors can occur:</p> <ul style="list-style-type: none"> <li>● Difficulty in breathing, shortness of breath</li> <li>● Aggravated coughing and chest pain</li> <li>● Aggravation of asthma and increased use of medications; increased susceptibility to respiratory infection</li> <li>● Increased school absences</li> <li>● Increased doctor and hospital visits</li> </ul> <p>Exercise makes people more vulnerable to lung damage from ozone. In addition to breathing more deeply during exercise, people breathe mostly through their mouths, bypassing the body’s first line of defense against pollution – their noses. Exercising before 11 a.m. or after 8 p.m. can minimize exposure.</p>
Ozone Watch	Watches: An “Air Pollution Watch” is issued on a <b>day or time predicted to be a public health risk.</b>
Ozone Alerts from TNRCC	<p>Warnings: The EPA issues warnings when <b>pollution levels are determined to meet their criteria for possible health risks.</b> These warnings are issued when pollutants actually reach unhealthy levels. Activities can be determined from warnings.</p> <p>Health warnings identified as Air Pollution Watches and Warnings are sent from the Texas Natural Resource Conservation Commission (TNRCC) via email to campus administrators. This system provides important information to facilitate the management of students during periods of elevated levels of ground-level ozone concentrations.</p> <p>To sign up for automatic alerts, please visit:  <a href="http://www.tceq.texas.gov/airquality/airquality.html">Texas Commission on Environmental Quality</a></p>
BISD Consideration of Air Quality	<p><b>It is the desire of the Birdville Independent School District to reduce the District’s students’ risk of respiratory health</b> concerns that might occur during the ozone air pollution season, predominantly the hot weather months of May through October. The Birdville Independent School District recognizes that in scheduling outdoor physical education, play and athletic activities, and fine arts activities, appropriate considerations shall be given to air quality.</p> <p>Therefore, instruction shall be provided to the administrative staff, campus faculties &amp; staff, coaches, trainers, marching band directors, drill team directors, cheerleading sponsors, and nurses concerning ozone risk</p>

Procedure	Explanation
	factors, the importance of body hydration, and the symptoms related to ozone respiratory exposure. Staff meetings at the campus and building levels are the obvious mode for this training.
Red Level 'Warning' Prekindergarten and Kindergarten	Red-level Air Pollution Warnings (not watches): Outdoor activities for prekindergarten and kindergarten children shall be modified.
Purple Level 'Warning'	Purple-level Air Pollution Warnings (not watches): Outdoor activities for prekindergarten and kindergarten children shall be postponed. If the forecasted ozone warning is <b>purple</b> and/or temperature is <b>105° or above</b> , then all outside student activity will be reviewed by administration and outside activities shall be modified, moved inside, or postponed.
Ozone Warnings Grades 1 <sup>st</sup> -12 <sup>th</sup>	For students in grades one through twelve, attention shall be given to factors such as the ozone warning levels (not watches), the age of the students, physical condition of the students, the presence of diagnosed respiratory problems of the students, prior conditioning of the students, and the importance of body hydration. All of the above factors constitute considerations that affect the appropriateness and length of outdoor physical activity. <b>Decisions regarding the outdoor activities of individual students will be determined by these factors.</b>
Ozone Warnings All Secondary Students in Activities	All secondary students involved in activities (athletics, marching band, cheerleading, and drill team) that involve outdoor physical exertion shall be required to provide a <b>medical release from a physician</b> if their respiratory system is compromised by ozone or exercise induced asthma. The medical release is in addition to the standard form completed during the physical required for students in athletics and shall be the responsibility of the parent. The <b>medical release</b> shall be given to the school nurse with a copy to the coach or extracurricular activity sponsor.
Special Considerations, Asthmatics	Identify known asthmatics and be prepared to provide needed medication.
Special Considerations, Children Under 6 Years Old	Be aware that children less than 6 years old have immature lungs. Increased ozone exposure for these children is like having severe sunburn of the lungs. It is not known whether increased exposure time at this age will result in life-long respiratory damage.
Special Considerations, Reduced Exposure	Reduction of exposure for all persons can be managed by attention to the time of day and length of the exposure. It has been suggested that it is best to avoid outdoor activities as much as possible from 2 – 7 p.m. during May through October.
Special Considerations, Hydrations	Hydration must occur prior to outdoor activities. By the time an individual becomes thirsty, the body is already behind on water needs. At that point it is impossible to adequately hydrate while in the heat. Therefore, water should be provided prior to <b>and</b> during outdoor activities that occur in the heat.

Procedure	Explanation
Heat	If the heat index is <b>over 98°</b> , keep <b>elementary children inside</b> . All afternoon recess/PE should be evaluated when the temperature is above 95°. If an outdoor activity is chosen, keep the children <b>off the tarmac</b> and limit outdoor activities to <b>only 10 minutes</b> at a time. 100° with 40% humidity or higher secondary physical education classes <b>should not go outdoors</b> or be held in a non-air-conditioned gym. 101° or higher, regardless of humidity, the physical education classes <b>should not go outdoors</b> or be held in a non-air-conditioned gym.
Lightning	All students should be moved inside at the sound of thunder or the sighting of a lightning strike. All students should be kept inside 30 minutes after the last sound of thunder and/or lightning strike. If thunder is heard or lightning is seen during those 30 minutes, the clock starts over. There must be 30 minutes of continuous absence of thunder and/or lightning before students are allowed back outside.
Cold Weather	A suggested temperature for allowing students to go outside for recess and/or physical education is 40° or above. However, good judgment should be used if there is a wind chill factor.
Medical Releases	Note that prior to participation in activities (athletics, marching band, cheerleading, drill), all secondary students shall submit a medical release from a physician if their respiratory system is compromised by ozone or exercise induced asthma. This medical release is in addition to the physicals required in athletics and must be submitted to the school nurse with a copy for the coach or extracurricular activity sponsor.
General Reminders	Closely monitor local heat advisories/forecasts and ozone levels. Be sure to load up on liquids before becoming thirsty. When thirsty, your body is already behind on fluids. Obesity can greatly increase the risk of heat injury.
Medium Risk of Heat Injury Guidelines	80° and 90% humidity poses a medium risk of heat injury. Drink plenty of water before, during and after exercise. Students should be allowed to take water breaks and rest approximately every 20 minutes.
Parent Special Requests	<b>Regardless of the temperature, if a parent requests that his/her child not participate in physical activity, then the request is to be granted.</b> Outside, secondary campus activities will need to be compatible with the weather. Please remember our utmost responsibility is student safety.

### Guidelines for Heat Related Injuries

Heat Related Injury	Symptoms	Steps to follow
Heat Exhaustion	Normal body temperature Pale and clammy skin Profuse perspiration Rapid and weak pulse Tiredness Weakness Headache Nausea	Have the person lay down in a cool, quiet place. Loosen clothing. Remove if tight or heavy. Call the school nurse. Apply cool, wet cloth or sponge with cool water. Give sips of cold water. Notify a parent. Call EMS (911) if condition worsens or person shows signs of shock.
Heat Stroke	High temperature Hot, flushed dry skin Rapid and strong pulse May be unconscious	Call school nurse/EMS (911) Place in a cool, quiet place. Remove outer clothing. Apply cold, wet cloth or sponge with cold water. Take temperature. If conscious, give sips of cold water. Notify parent.



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## Academic Policies

### Grading Policies

#### **Purpose for Grading and Reporting**

All children learn in an environment of high expectations where the focus is on learning and student growth. Grading and reporting is a process that includes assessing, adjusting, and communicating with all stakeholders. Grading and reporting reflects a student's mastery of the standards set forth by the Texas Education Agency.

**Student:** Students use formative assessment data to adjust personal goals and strategies for learning and monitor progress.

**Teacher:** Students are assessed using the district created rubrics, formative, and summative assessment tools for each content area and grade level. These tools are aligned to the Texas Essential Knowledge and Skills (TEKS) and the district curriculum

**Parent:** Parents receive appropriate communication throughout the nine weeks to support and encourage their child in the learning process. This communication could include but is not limited to: phone calls, Star Renaissance reports, mCLASS reports, sight word assessments, letters home, completed work, etc.

## Grading Scale

### Prekindergarten

#### Academic

**M** = Met Standard

**P** = Progressing Toward Standard

**LP** = Limited Progress Toward Standard

**C** = Area of Concern

#### Social/Emotional

**S** = Satisfactory

**N** = Needs Improvement

#### Conduct

**E** = Excellent

**S** = Satisfactory

**N** = Needs Improvement

**U** = Unsatisfactory

### Kindergarten – First Grade

#### Academic

**M** = Met Standard

**P** = Progressing Toward Standard

**LP** = Limited Progress toward Standard

#### Conduct, Work Habits, Music, Art, PE/Health

**E** = Excellent

**S** = Satisfactory

**N** = Needs Improvement

**X** = Not addressed this six weeks

**U** = Unsatisfactory

## 25-26 Elementary Grade Reporting Dates

### Semester 1 (August 13, 2025 - December 18, 2025)

Term	Posting Window Open	Time	Deadline to Post Grades	Time	Last day to enter new assignment or major grades for grading term	End of Term	Admin Review	Publish Date
<b>IPR 1</b>	<b>9/12/2025</b>	<b>12:00 AM</b>	<b>9/22/2025</b>	<b>5:00 PM</b>	<b>Sept 17th</b>	<b>9/19/2025</b>	-	<b>09/25 @ 8AM</b>
<b>Q1 08/13 - 10/09</b>	10/2/2025	12:00 AM	10/10/2025	5:00 PM	Oct 7th	10/9/2025	10/14 @ 12PM	10/16 @ 8AM
<b>Standards Grades Posting Begins for Q1</b>	9/10/2025	12:00 AM	10/10/2025	5:00 PM	-	10/9/2025	10/14 @ 12PM	10/16 @ 8AM
<b>IPR 2</b>	<b>10/31/2025</b>	<b>12:00 AM</b>	<b>11/10/2025</b>	<b>5:00 PM</b>	<b>Nov 5th</b>	<b>11/7/2025</b>	-	<b>11/13 @ 8AM</b>
<b>Q2 (10/14 - 12/18)</b>	12/11/2025	12:00 AM	12/19/2025	2:00 PM	Dec 16th	12/18/2025	12/19 @ 2PM	01/09 @ 8AM
<b>Standards Grades Posting Begins for Q2</b>	12/1/2025	12:00 AM	12/19/2025	2:00 PM	-	12/18/2025	12/19 @ 2PM	01/09 @ 8AM

## Semester 2 (January 6, 2026 - May 21, 2026)

Term	Posting Window Open	Time	Deadline to Post Grades	Time	Last day to enter new assignment or major grades for grading term	End of Term	Admin Review	Publish Date
<b>IPR 3</b>	<b>1/23/2025</b>	<b>12:00 AM</b>	<b>2/2/2025</b>	<b>5:00 PM</b>	<b>Jan 28th</b>	<b>1/30/2025</b>	-	<b>02/05 @ 8AM</b>
<b>Q3 (01/06 - 03/12)</b>	3/5/2025	12:00 AM	3/13/2025	2:00 PM	Mar 10th	3/12/2025	03/13 @ 2PM	03/26 @ 8AM
<b>Standards Grades Posting Begins for Q3</b>	2/16/2025	12:00 AM	3/13/2025	2:00 PM	-	3/12/2025	03/13 @ 2PM	03/26 @ 8AM
<b>IPR 4</b>	<b>4/10/2025</b>	<b>12:00 AM</b>	<b>4/20/2025</b>	<b>5:00 PM</b>	<b>Apr 15th</b>	<b>4/17/2025</b>	-	<b>04/23 @ 8AM</b>
<b>Q4 (03/23 - 05/21)</b>	5/14/2025	12:00 AM	5/22/2025	2:00 PM	May 19th	5/21/2025	05/22 @ 2PM	05/29 @ 8AM
<b>Standards Grades Posting Begins for Q4</b>	5/1/2025	12:00 AM	5/22/2025	2:00 PM	-	5/21/2025	05/22 @ 2PM	05/29 @ 8AM

As of 10/16/2025

### Assignment of Grades

Guidelines for grading shall be clearly communicated to parents (EIA Local). In Prekindergarten, all skills are graded using teacher observation and anecdotal records. For all standards in Kindergarten and First Grade, students are graded using the district developed rubric (EIA Local). Any work sent home will reflect the district grading scale. For grades 2<sup>nd</sup>-5<sup>th</sup>, teachers will enter grades into Focus for students within 1 school week. Extra consideration will be given for projects and papers that are more substantial. There will be a minimum of 8 daily grades and 3 major grades per 9 weeks. Daily work is defined as homework, class work, daily or weekly quizzes etc.; major grades as chapter tests, unit tests, announced projects, or papers, etc.

### Grades 2<sup>nd</sup>-5<sup>th</sup>

There will be one (1) report card used for grade levels two through five (2-5). In grades 2<sup>nd</sup>-5<sup>th</sup>, grades for the subject areas of English language arts (composition, grammar, spelling) and reading, mathematics, science, and social studies shall be reported as numerical averages according to the following:

- 70-100 Passing
- 1-69 Failing
- Grades in other subject areas (physical education, art, music, health and handwriting) shall be reported with a grade scale of E, S, N or U.

**Conduct and Work Habit grades 2<sup>nd</sup>-5<sup>th</sup> Conduct grades shall reflect the E-S-N-U grading system:**

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

**Focus**

BISD provides parents/guardians the opportunity to monitor student grades and attendance online. Focus is the tool used by the district to provide parents the means to monitor their child's progress.

**Report Cards**

Report cards will be posted in Focus for students each nine weeks including the final report card for the school year. Parents of students who receive failing grade(s) at the end of a nine week or semester grading period should schedule a conference with the teacher of the subject.

**Grading of Work**

Teachers will enter grades into Focus system for students within 1 school week. Extra consideration will be given for projects and papers that are more substantial. There will be a minimum of 8 daily grades and 3 major grades per 9 weeks. (Daily work is defined as homework, classwork, daily or weekly quizzes etc.; major grades are defined as chapter tests, unit tests, announced projects, or papers, etc.) This is for all content areas except Science and Social Studies. Science and Social Studies will have up to 6 daily grades and 3 major grades per 9 weeks.

**Remediation/Reassessment Procedures**

Students' grade shall reflect mastery of Texas state standards and district learning expectations. Students who receive a grade below 85 which has a major impact on the grade shall have an opportunity to receive remediation and be reassessed for mastery. In order for a student to be eligible for any reassessment, which could result in a possible change of the recorded grade, the following events must occur:

- 1) Students receive a grade below 85.
- 2) A student desiring reassessment must immediately request and complete reasonable interventions, prescribed by the teachers, which relate to the standards that were assessed. (These interventions might include attending tutorials, completing additional homework assignment/assignments not previously completed, or other appropriate work).
- 3) At a scheduled time, reasonable for the student and convenient to the teacher (determined by the teacher, usually within 5 school days), the student will be reassessed for mastery of content in one of the following ways:
  - a. Retake test or redo project.
  - b. Take a suitable alternate test (or complete a different assignment).
  - c. Complete an alternate assignment or any other suitable assessment determined by the teacher.The reassessment should cover the same basic content at the same level of difficulty as the original assessment.
- 4) If a student scores 85 or above on the reassessment, a grade of 85 will substitute for the previously recorded grade. The original grade and the substituted grade should be shown in the teacher's grade book.

- 5) If a student scores below 85 on the reassessment, the higher of the two grades will be considered as the test project grade in the teacher's grade book.
- 6) If the overall class average on a major assessment/assignment is below 70, a teacher must reteach and reassess. If the score on the reassessment will improve a student's grade on the assessment/assignment then the higher of the two grades will be recorded.

**Grading of Late Work**

Students may be assessed a penalty of no more than ten (10) points per day for up to three (3) days before a zero may be given (on the fourth) for work not turned in on time. The work addressed in the policy includes any assignment which is to receive a major grade or which has been completed over an extended period of time for which a designated due date has earlier been announced. The policy does not address daily homework (assignments given on one day which are due the next day). Neither does it address assignments that are to be completed in class and turned in at the end of the period. Evaluation of assignments that fall in either of those categories may be based on the proportion that is completed, at the discretion of the teacher

**Homework**

The district believes homework is an important part of the learning process that extends, enriches, and/or reinforces academic concepts and skills to enhance achievement. Each campus shall develop, as part of its campus improvement plan, guidelines for including homework among its instructional activities. Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child's educational progress.

**Make-up Work**

It is the responsibility of the INDIVIDUAL STUDENT to make arrangements with each teacher for make-up work following each absence. The procedure for make-up work for absences shall be the following:

School Day by Which Work Is Due:

**Days Absent Due After Return**

One	Second
Two	Third
Three	Fourth
Four	Fifth
Five	Sixth

In the case of extended absences, arrangements for completion of work shall be made with the individual teacher. To coordinate make-up work for all content areas, check with the school office. Students will not be given make-up work ahead of time when parents remove their children for trips during the school days. Make-up work will be completed when students return. If make-up work is assigned and turned in within the number of days permitted, it will be graded, and full credit will be given.

In grades 2<sup>nd</sup>-5<sup>th</sup>, if a student has not had sufficient time to make up work at the end of a grading period, a grade of incomplete shall be assigned until assessment is completed.

If a student receives an incomplete (I) grade for excessive absences at the end of the semester, he/she shall complete all make-up work within five (5) school days. At the end of the five (5) school days, if the work is not complete, the incompletes becomes a zero, and the final grade which could result in loss of credit on the student's record.

Students missing a class as a result of their participation in the elementary gifted education program are not required or expected to complete the class work assigned to the rest of the class for the time they are attending GT classes. However, students are expected to demonstrate mastery of required grade level standards. This will be determined through district Curriculum Based Assessments.

### **Tutorials**

Students who are not mastering concepts/skills at seventy (70) percent or above shall receive additional assistance through re-teach/remediation either during class time or a special time set aside by the teacher. Students in Tier II or Tier III will receive interventions or other types of support.

### **Averaging for grades two-five: (2<sup>nd</sup> through 5<sup>th</sup>)**

#### **Nine weeks average:**

The daily grade average shall represent 60% of the grade. The major test/project average shall represent 40% of the grade. There shall be a minimum of eight (8) separate daily grades and three (3) separate major grades each nine (9) weeks. At least one major grade and 4 daily grades should be entered by the end of the fourth week of each nine-week grading period. Interim progress reports shall be issued for all students after the sixth week of the first nine week grading period due to UIL requirements. After the first nine-weeks, interim progress reports shall be issued the fourth week of the nine-week grading period. Supplemental progress reports may be issued at the teacher's discretion.

### **Promotion Policy**

Students shall be promoted from one grade to the next on the basis of academic achievement. In the elementary schools, promotion to the next grade level is based on attaining an overall yearly average of seventy (70) or above for all subject areas and a grade of 70 or above in language arts (including reading).

The student must also be in attendance a minimum of ninety percent (90%) of the required student school days. A student may not be promoted who has accumulated more than the allowable number of absences for the year.

Promotion decisions for students who receive special education services are made by the Admission, Review and Dismissal (ARD) committee of the student. The ARD Committee for a student who does not perform satisfactorily on the STAAR reading or mathematics assessment **must** meet to determine:

- The accelerated instruction program for the student and
- Determine if the student has made sufficient progress on measurable academic goals contained in the student's IEP and should be promoted to the next grade level.

For emergent bilinguals (formerly English learners), the GPC makes decisions in consultation with a member of the student's LPAC.

### **Retention**

The retention of a student should be the last choice when considering what is best for our students. The younger a student is when retention is considered, the better. Research shows that the later a child is retained, the less benefit there is. Students in Prekindergarten may not be retained. In

Kindergarten and first grade, promotion to the next grade level shall be determined by the student's mastery of the grade-level learning standards. Campuses are expected to adhere to the following.

- Grades K-1<sup>st</sup>: Promotion to the next grade level shall be determined by the student's mastery of the grade-level learning standards.
- Grades 2<sup>nd</sup>-5<sup>th</sup>: Promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (including reading).



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## **Academic Special Program**

### **Bilingual Program**

BISD's bilingual education program is provided to identified emergent bilingual students whose primary language is Spanish. The One-way Dual Language Immersion Program (DLIP) is research-based and promotes academic biliteracy and linguistic development in both English and Spanish. Additionally, sociocultural competence is emphasized to ensure that emergent bilingual students (EBs) successfully integrate into and participate in important aspects of cultures, values, and belief systems.

### **One-Way Dual Language Model**

The One-Way Dual Language Immersion Program is based upon an 80/20 biliteracy instructional model where instruction begins at the time of enrollment in prekindergarten and kindergarten with 80% in Spanish and 20% in English. Each subsequent year there is an increase in the instruction in English until grades 4th and 5th where 50% of instruction is in Spanish and 50% of instruction is in English. The language of instruction is dependent upon the content area as designed in the DLIP language allocation plan. Teachers who provide instruction in these classrooms are bilingual or ESL certified. There are 8 elementary campuses that implement this model: Birdville, Jack C. Binion, O.H. Stowe, West Birdville, Watauga, David E. Smith, Cheney Hills and The Academy at Carrie Francis Thomas.

### **English as a Second Language - ESL**

Emergent bilingual students (EBs) for whom the bilingual program is not appropriate, has been denied by the parent, or whose native language is one other than Spanish are supported through a content-based English as a Second Language (ESL) program. ESL instruction is provided by the classroom teacher who is ESL certified. The instruction is scaffolded, which allows emergent bilingual students to acquire language and academic content simultaneously. All elementary campuses in BISD provide content-based ESL programs.

### **Dyslexia Program for K-12<sup>th</sup>**

The Dyslexia Program provides instruction for students identified as having dyslexia or other related disorders. District personnel evaluate referred students. The identification of dyslexia is made by an ARD Committee after a thorough review of the identified student's accumulated data that specifically addresses all the indicators listed under the eligibility criteria. The ARD Committee then makes program placement to ensure that the student will receive evidenced-based, multisensory structured literacy instruction. Students are served through the dyslexia program in grades K- 12<sup>th</sup>.

## **Section 504**

Section 504 prohibits discrimination against students with disabilities by school districts receiving federal financial assistance. A Section 504 referral can be initiated by a parent, student, or school personnel. The referral must be made by someone who is knowledgeable about the student and has reason to believe that the student has a disability that is substantially limiting one or more major life activities. A Section 504 plan outlines the accommodations and supports necessary to provide the student with a disability a free and appropriate public education. It may address academic, behavior or health issues.

## **Multi-Tiered Systems of Support (MTSS)**

Multi-Tiered System of Supports (MTSS) / Response to Intervention(RtI) is a multi-tiered approach to instruction that is the framework of the general education program for all students including all those who experience difficulties either academically or behaviorally. MTSS helps to ensure that students have the opportunity to experience a full range of educational opportunities through the general education program and are college and/or career ready. The elementary and secondary MTSS model in Birdville ISD is designed so that it can be implemented within the unique parameters of each level. The core components of MTSS are multiple Tiers of interventions and high-quality instruction based on a tiered system of interventions that are defined, aligned, systemic, and researched-based, and supported by District and campus staff.

## **Homebound Program**

Students who are chronically ill, or who have other medical or psychological conditions which result in the student being confined to their home or hospital bed for at least four consecutive or cumulative weeks during the school year may be eligible to receive instruction at home. This placement requires documentation from a physician indicating the type and severity of the condition as well as the anticipated length of confinement to the home. Students in both special education and the general student population may be eligible for homebound services.

## **Gifted/Talented Services**

BISD offers services for gifted/talented students in grades K-12th. An academically gifted and talented student is capable of excelling in relation to students of similar age, experiences, or environment as reflected by one or more of the following areas: general intellectual ability, specific subject matter aptitude, and creative and productive thinking ability. Level I services include teacher supported differentiation for appropriate growth in the general education classroom. Level II services for identified GT students involve more complex instruction and faster pacing for appropriate growth. Identified GT students participate in weekly pull-out classes on the home campus for grades K-2nd and at a centralized site for grades 3rd-5th. Information concerning participation in gifted/talented services may be obtained by calling the Office of Instruction and Advanced Academics at 817-547-8911.

## **Prekindergarten**

Prekindergarten is a program designed to develop skills necessary for young learners to be prepared for kindergarten and prepared for success in the regular school curriculum including language, mathematics, and social skills (TEC §29.1532). A child who is 5 years of age on September 1 of the current school year is **not** eligible for enrollment in a prekindergarten class. Prekindergarten programs in BISD serve both eligible and tuition-based four year-olds and a limited number of three-year olds. Prekindergarten is located on every elementary campus.

### **Students with Learning Difficulties**

For students who are having difficulty in the general education classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other intervention and support services that are available to all students, through the district or school's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include a response to intervention (RTI) process, can have a positive impact on the ability of districts and charter schools to meet the needs of all students.

If a student is experiencing learning difficulties, which could include academic or non-academic difficulties, his or her parent may contact the campus to learn about the school's MTSS. A parent may request an evaluation for special education or Section 504 services at any time.

### **Special Education Referrals:**

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

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

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

There is an exception to the 45 school day timeline. If a district or charter school 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 or charter school must give the parent a copy of the evaluation report at no cost.

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

### **Contact Person for Special Education Referrals:**

The campus Principal is the designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education.

**Section 504 Referrals:**

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

**Contact Person for Section 504 Referrals:**

The Assistant Principal at the elementary level is the designated person to contact regarding a referral for evaluation for Section 504 services.

**Additional Information:**

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

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



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## **Student/Parent Information**

### **Alcohol, Tobacco, and Drugs**

It is against federal and state laws for any person to possess, sell, give away, use, or be under the influence of alcohol, tobacco products or illegal drugs, while on school premises, or while attending school related activities, on or off school premises. Anyone found to be in violation of these laws shall be subject to disciplinary measures and may include applicable suspension, termination, and/or civil prosecution.

### **Assemblies**

A student's conduct in assemblies must meet the same standards as in the classroom and will be subject to disciplinary action for failure to follow the Student Code of Conduct.

### **Attendance**

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

### **Certification of Excused Absence Due to Serious or Life-Threatening Illness**

A student may be excused from attending school due to a serious or life-threatening illness or related treatment that makes attendance infeasible. The Certification of Excused Absence Due to Serious or Life-Threatening Illness Form must be completed and signed by a physician licensed to practice medicine in Texas and submitted by the parent/guardian to the student's campus principal's office. The form may be picked up in the attendance office.

### **Compulsory Attendance**

State compulsory attendance laws generally require all children who have reached age 6 on or before September 1, and have not reached age 18, to attend school each day school is in session. A student who is younger than age 6 and has never been enrolled in the first grade is not required to attend school; however, once a parent enrolls a child in prekindergarten or kindergarten, the child is required to attend school during the time that they are enrolled.

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission will be considered in violation of the compulsory attendance law and subject to disciplinary action. A court of law may also impose penalties against both the student and his or her parents if a school-age child is deliberately not attending school. A complaint against the parent and/or the student may be filed in court if the student:

- Is absent from school on ten or more days, or parts of days, within a six-month period in the same school year, or
- If younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school.

- Is age 12 through age 18 and violates the compulsory attendance law.

### **Attendance Procedures**

- A. When a student must be absent from school, the student-upon returning to school-must bring a note, signed by a parent, that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older. **A parent should call the school before 10 am on the day of the absence, and should also state in writing the reason for the absence when the student returns to school.**

All documentation (parent notes, doctor's notes, appointment verifications, etc.) must be presented to the attendance office on the date the student returns to school. **Parent notes will be allowed to excuse up to 6 absences only. Upon the 7<sup>th</sup> absence and beyond, only an official written Doctor/Court excuse is allowed.** Any absence not cleared within the allotted time (three days) will become an unexcused absence. Unexcused absences are absences that are not approved extenuating circumstances. Students who have unexcused absences shall be permitted to make up their work if a grade for the assignment was to be given. Grades for make-up work for an unexcused absence will be adjusted downward no less than 10 points and no more than 20 points.

- B. A student's absence from school or from any class without permission will be considered unexcused and the student will be subject to disciplinary action.
- C. A student who must leave school during the day must bring a note from his or her parent stating the reason for the absence. The note from the parent requesting the early dismissal should be brought to the attendance office before the student's first period class. The note must include the date, full name, grade, reason for dismissal, parent's signature, and phone number where parent can be reached. Parents will be required to show ID when picking up a child for early dismissal.
- D. A student who becomes ill during the school day should (with the teacher's permission) report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.
- E. Students who arrive late to school will be counted tardy. Parents are expected to provide written verification as to the reason for the tardy. Three (3) tardies count as one (1) absence. Also, high school students who arrive late to class will be counted tardy, and the "three tardies equals one absence" rule will apply.

### **Attendance for Credit**

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. Parents of students who have accumulated more absences than allowed for credit may present a written appeal for extenuating circumstances to the campus attendance review committee. The attendance review committee will determine whether there are extenuating circumstances for the absences and how the student might regain credit.

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and health-care appointments will be considered days of attendance for this purpose. [See policy FEB.]
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled

in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.

- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skill, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision by filing a written request to the Superintendent or their designee.

The actual number of days a student must be in attendance in order to receive credit, will depend on whether the class is for a full semester or for a full year.

The following absences may be submitted for consideration regarding extenuating circumstances:

1. An excused absence based on personal sickness or death in the family,
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 documented runaway.
6. Completion of a competency-based program for at-risk students.
7. Participation in a substance abuse rehabilitation program.
8. Homelessness, as defined in federal law.
9. An extracurricular activity or public performance, subject to approval by the District's Administration.
10. Required screening, diagnosis, and treatment for Medicaid-eligible students.

### **Attendance Concerning Absences Due to Health Care**

A student shall be excused for a temporary absence resulting from a health care appointment, if that student commences classes or returns to school on the same day of the appointment. A student whose absence is excused under this subsection will not be penalized for that absence, and shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the school district. A student whose absence is excused under this subsection shall be allowed a reasonable time to make up schoolwork missed on those days. If the student satisfactorily completes the schoolwork, the day of absence shall be counted as a day of compulsory attendance.

**Change of Address**

Students/parents are required to inform the attendance clerk of any change in address or telephone number. Parents have the authority to go into the Skyward Family Access system and make changes to the students address and phone numbers electronically. BISD encourages the updating of that information so we can contact the parent in the event of an emergency.

**Withdrawal from School**

Children who are under age 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult with responsibility for the child comes to the school to complete the necessary forms. Students must return all textbooks and/or electronic devices issued to them. They must clear any library fines and other outstanding fees in order for the school to release an official copy of the student's records to the parents and/or to another school district. Generally, a 24-hour notice is required for a student to withdraw from school.

**Attendance Plan**

The attendance zone shall be determined by the primary residence of the parent, guardian, or person having lawful control of a student eligible for admission to BISD. Specific information relating to school attendance zones may be obtained at each campus or at the central office.

A student shall attend the school determined by the attendance zone in which his/her parent, guardian, or person having lawful control of the student resides.

# **BISD Campus Clusters**

## **Birdville High School**

### **Richland Middle School**

Jack C. Binion Elementary  
Cheney Hills Elementary  
*(Students living in Richland Hills)*  
Academy at C.F. Thomas

### **Smithfield Middle School**

Smithfield Elementary  
W.A. Porter Elementary  
Walker Creek Elementary

## **Haltom High School**

### **Haltom Middle School**

West Birdville Elementary  
Birdville Elementary  
David E. Smith Elementary

### **North Oaks Middle School**

John D. Spicer Elementary  
O.H. Stowe Elementary

### **Watauga Middle School**

Grace Hardeman Elementary  
Watauga Elementary

## **Richland High School**

### **North Richland Middle School**

Holiday Heights Elementary  
Alliene Mullendore Elementary  
Snow Heights Elementary  
Cheney Hills Elementary  
*(Students living in Haltom City)*

### **North Ridge Middle School**

Foster Village Elementary  
Green Valley Elementary  
North Ridge Elementary

1. Students moving within the district may remain in the school in which they are presently enrolled only until the end of the current semester (provided there are no discipline, attendance, or transportation problems), after which time they must complete the Open Enrollment process or attend the school designated by their attendance zone.
2. All students new to the district must attend the school in their designated attendance zone or complete the Open Enrollment process.
3. Pre-registration **does not** entitle attendance in a particular school if students move within the district during the summer before the first day of the new school year unless they are approved through the Open Enrollment process.

Students moving **out of district** may continue to attend BISD if they are approved through the Open Enrollment process or until the end of the current six weeks provided there are no discipline, attendance, or transportation problems. (Exception: Students in the 11<sup>th</sup> grade who will have earned 17 credits by the end of that school year may continue to attend for the remainder of that year and the following year tuition free but they must complete the Open Enrollment process).

### **Authority of Teachers**

The district has jurisdiction over its students during the regular school day and while going to and from school on district transportation. State law vests teachers, substitute teachers, and administrators with complete authority at all times. Students are expected to respect those in authority whether inside the classroom, on the campus, or at school-sponsored activities. Students failing to follow directives from any teacher, substitute teacher, and/or administrator will be subject to disciplinary action.

### **Bicycles/Skateboards/RollerSkates/RollerBlades/Scooter/RollerShoes**

Upon arriving at school, bicycles, skateboards, roller skates, rollerblades, and scooters must be left at each school's designated area. The student is responsible for the security of the item. The district is not liable for theft or vandalism of the items. Students will refrain from using bicycles, skateboards, roller skates, rollerblades, roller shoes, or scooters on school property before, after, and/or during the school day.

### **Bus Transportation**

The district provides free transportation for students who live two miles or more from their home school. Transportation for a student with disability shall be made in accordance with the provisions of the student's Individual Educational Plan (IEP). **No transportation is provided for any regular educational student who is assigned to DAEP program.**

A parent may also designate a child-care facility or grandparent's residence as the regular pick-up and drop-off location for his or her child. The designated facility or residence must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pick-up or drop-off location, you may contact BISD Transportation Services at 817-547-5830.

Students who fail to comply with the established rules of conduct while using school transportation may be denied transportation services and subject to disciplinary action.

Any malicious attempt to harm, destroy district equipment or transportation materials is prohibited. Restitution for costs associated with restoration or replacement may be required.

All chaperones must be approved by the campus administrator and have had a completed criminal

record check done annually. Chaperones may ride only when there is adequate seat space as determined by a school administrator. (Volunteers must attend an orientation, which is held on each BISD campus).

### **Seat Belts**

It is the goal of the Birdville Transportation Department to provide the safest student transportation system available. The District requires that all students riding the school district buses with seatbelts comply with state law regarding their use.

### **Student Procedures**

State statute requires school bus passengers to wear seat belts if the school bus is so equipped. Texas Statutes, Education Code/Title 2/Subtitle F/§34.013 says, "A school district shall require a student riding a bus operated by or contracted for operation by the district to wear a seat belt if the bus is equipped with seat belts for all passengers on the bus. A school district may implement a disciplinary policy to enforce the use of seat belts by students." This statute has two important implications, 1) a school district must require their use and 2) a school district can enforce that requirement.

Students who may require assistance in using seatbelts should ask the bus driver for help so that all students are safely belted in their seat before the bus is put in motion. Drivers will announce prior to the bus leaving that each student needs to be in their assigned seat and seatbelts fastened. Students refusing to use seatbelts in a legal and safe manner will be subject to school district disciplinary actions.

### **Kindergarten/1<sup>st</sup> Grade Families**

Birdville ISD transportation policy states: Kindergarten and first grade bus riders must be met at the bus stop each day by a parent/guardian or adult designee (as documented in Focus). A kindergarten or 1<sup>st</sup> grade student not met by an adult at the bus stop is taken back to campus (when possible) where the parent is contacted to pick up the student. When a bus is required to return a student to a campus or safe zone\* it is late for the next pick up and/or drop off, causing a number of problems for other parents and campuses across the District.

It is extremely important that you make provisions for an adult to meet your kindergarten student every day at the bus stop. Please be aware of the steps that will be taken in the event this policy is not followed:

1<sup>st</sup> Incident – Warning from Transportation Administrator

2<sup>nd</sup> Incident- Loss of Bus Privileges for one week

3<sup>rd</sup> Incident – Loss of Bus Privileges for six weeks and a report is made to Child Protective Services (CPS)

Persistent noncompliance with this policy will result in loss of bus privileges for the remainder of the year and follow-up contact with Child Protective Services (CPS).

Please inform your child's school and the BISD Transportation office if you know you will not be able to meet your student at the bus stop. The student will not be allowed to board the bus and you may pick him/her up at the campus. Your student will be safe and the bus route will remain on schedule to other campuses. If you or your designee will just be a couple minutes late, please notify the BISD Transportation Office immediately at: **817-547-5830 or the Dispatch & Routing**

**office at 817-547-5831** (press “9” when you hear the auto-attendant to speak with Transportation staff.)

### **2<sup>nd</sup> – 5<sup>th</sup> Grade Families**

For your student's safety, it is the parent's responsibility to provide their student with bus stop information. It is also crucial that students know how to walk home from the bus stop. Familiarity with the route helps them navigate confidently and avoid potential hazards. Additionally, students should be aware of their surroundings and report any suspicious or unsafe individuals to the transportation office or their school campus immediately. This proactive approach helps maintain a safe environment for all students. All students assigned a bus stop must be dropped off at their designated bus stop at all times. If you have any concerns regarding a bus stop, please contact the BISD Transportation Office at: **817-547-5830 or the Dispatch & Routing Office at 817-547-5831 (press "9" to speak with Transportation staff).**

Parents and students may track their bus and receive stop notifications by downloading the Edulog Parent Portal Lite bus tracking app. The district code required to track your student's bus will be provided on Focus along with transportation information.

### **Campus Behavior Coordinator (CBC)**

In accordance with Texas Education Code § 37.0012, each campus in the district designates a Campus Behavior Coordinator (CBC). The CBC is responsible for overseeing all student discipline and ensuring the consistent implementation of the district's Code of Conduct.

The Campus Behavior Coordinator serves as the primary point of contact for matters related to student behavior and discipline, including removals from the classroom, suspensions, placements in alternative education settings, and other disciplinary actions.

<b>Elementary Campuses</b>	<b>Campus Behavior Coordinator</b>
Binion Elementary - 104	Kelli Maikell
Birdville Elementary - 101	Isaura Espinoza
Cheney Hills Elementary - 109	Felicia Cherry
Foster Village Elementary - 117	Alishia Roberson-Lee
Green Valley Elementary - 120	Jed Carleton
Hardeman Elementary - 114	Lindsey Jones
Holiday Heights Elementary - 112	Cortney Cooper
Mullendore Elementary - 105	Alison Sheffield
North Ridge Elementary - 118	Dan Burbach
Porter Elementary - 115	Julie Bates
Smith Elementary - 102	Sheryl Pope

Smithfield Elementary - 107	Kierra Edgar
Snow Heights Elementary - 108	Jillian Dreixler
Spicer Elementary - 119	Mandi Araya
Stowe Elementary - 110	Amber Everitt
ACFT Elementary - 116	Debbie Showell
Walker Creek Elementary - 121	Kristin Autrey
Watauga Elementary - 113	Mary Terry
W. Birdville Elementary - 111	Amanda Escamilla Hopson

**Care of School Property**

Students are responsible for the proper care of all supplies, books, lockers, uniforms, and furniture furnished by the school. Students who lose, disfigure, break, or damage school property or equipment may be required to pay for the damages and/or may be subject to additional disciplinary actions.

**Child Nutrition**

BISD participates in the National School Lunch and Breakfast Program. BISD offers healthy meals every school day. A student may qualify for free or reduced-price meals. Complete a free/reduced lunch application (online or paper form). BISD operates a closed campus lunch. Students at all grade levels are expected to eat lunch on campus. If a student should be delayed or miss breakfast or lunch for any reason, the student should immediately notify an administrator so that the nutritional needs of the students are met. Every student in BISD has a student nutrition account. Parents may view their student’s balance, purchase history and put money directly into their student’s account by logging onto [Mypaymentsplus.com](http://Mypaymentsplus.com). Money in the student’s account will allow them to purchase meals and a la carte items.

**Charge Policy**

Students need proper nutrition to help them focus and participate in their daily classroom activities. Students, however, may not have the money in hand to pay for school meals. BISD meal charge policy institutes a grace period of up to an \$11 negative balance for students who have exhausted funds. Students may only charge reimbursable meals up to a negative balance of \$11. No a la carte items may be charged. If the negative balance exceeds the \$11 limit, an alternative meal will be given consisting of a: cheese sandwich, fruit and milk.

Once the student’s account reaches a negative balance, the parent or guardian will be notified by any of the following ways until the account balance is positive again. Emails will be sent one day a week from the school cafeteria. Phone calls, emails and texts will be made twice a week from the central office. Letters will be sent as deemed necessary from the school cafeteria.

### **Care of Buildings and Grounds**

Every student has an obligation to keep our buildings, equipment, and grounds looking their best. Parents or guardians shall be responsible for damages done by their student to school property, and students must reimburse the school for all damages. The student will also be subject to disciplinary actions.

### **Change of Address or Telephone Number**

Students/Parents are required to inform the change in address or telephone number. A change in address requires that proof of residency documentation be provided to the attendance/school office. Parents have the authority to go into the Skyward student system and make changes to the student's address and phone numbers electronically. BISD encourages the updating of that information so we can contact the parent in the event of an emergency. **This information is especially important on the emergency health card. Students/parents who move out-of-zone or out-of-district and fail to inform the school can be withdrawn immediately.**

### **Cheating/Plagiarism**

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. All incidents of cheating must be reported to and investigated by campus administration.

### **Child Find**

BISD provides services for students with disabilities from ages 3 to 21 years of age and for children birth to 21 years of age with visual or hearing impairments. A student or parent with questions about eligibility requirements and services offered should contact the office of Specialized Services and Supports.

### **Closed Campus**

All District school campuses are closed campuses. Closed campus shall be enforced from the time the student reaches the campus until they have completed their regularly scheduled day. Any student who leaves campus without office permission will be considered truant. This includes leaving the building to go to the parking lot.

Picture identification is required to sign out any student. Only persons whose names appear on the student enrollment form or emergency card will be permitted to sign out students.

### **Conferences**

Parent-teacher conferences are an important link in the educational process. A parent, teacher, or student can initiate conferences. All parent conferences should be scheduled through the school office. In order for a conference to be productive, teachers need adequate time to gather important student information, and conferences must be scheduled during the teacher's conference period. Students and parents may expect teachers to request a conference if: 1) the student is not maintaining passing grades or achieving the expected level of performance; 2) the student presents any other problem to the teacher; or 3) in any other case the teacher considers necessary. A minimum of one formal individual parent/teacher conference shall be scheduled each year from prekindergarten through grade five. The conference should be scheduled by the homeroom teacher by the end of the 12<sup>th</sup> week of school. A group conference may be held early in the year to explain instructional programs and expectations.

## **Complaints**

In accordance with Board policy, students or parents who have a complaint should first bring the matter up with the teacher. Usually a complaint or concern can be addressed by a phone call or conference. For complaints or concerns that cannot be handled in this manner, the District has adopted a standard complaint policy. If the outcome of that discussion is not satisfactory, then a conference with the principal can be requested. If not satisfied at that level, the student or parent/guardian can request a conference with the Superintendent's designee. For information about the Complaint Process, please call the Office of Student Services at 817-547-5790. For disciplinary appeals see BISD Code of Conduct.

## **Conflict Resolution**

Students may experience conflict with other people during their school years. The following recommendations may assist students in following a logical sequence if a conflict arises:

### **Conflict with another Student**

- If the conflict is not violent, the student may attempt to discuss the issue with the other student or may contact the school counselor if assistance is needed.
- If the other student is violent, the student should ask for assistance from teachers, parents, and/or school principal.
- The student should avoid the other student until the conflict subsides.
- If the other student threatens violence or commits a violent act, the student should contact the police, parents, and the school principal.

### **Conflict with School Personnel**

- If a student has a conflict with a school employee, the student should attempt to discuss the concern with the employee.
- If the student cannot discuss the issue with the employee, the student should contact the campus principal, school counselor, or parents for assistance.
- If a student believes a school employee is violating school rules or the law, the student should contact their parents and the campus principal.

### **Conflict with School Rules or School Procedures**

- If a student believes that a school rule or procedure violates the student's constitutional right or is unfair, a student's first contact is with the school principal. Following that contact, if a student still disagrees, the student should contact parents for assistance. If the student and parent cannot resolve the matter at the campus level, they should contact the Office of Student Services 817-547-5790 for guidance.

## **Counseling Services**

A professional school counselor is available on each elementary campus to guide students toward success in the areas of academic achievement, personal and social development, and college and career awareness. Professional school counselors work to develop school-based guidance and counseling programs that best meet the needs of students on their campuses. Counseling Services are generally provided through classroom guidance and small group lessons emphasizing academic excellence, relationships, peer pressure, bully prevention and virtues. School counselors also coordinate services with other campus professionals, elementary crisis intervention counselors, and community resource personnel to meet the needs of students at-risk. All school counselors abide by the state professional code of ethics. Counseling services are available to any student unless specifically prohibited by written request from a parent or legal guardian. Parents and legal guardians with any questions regarding BISD Counseling Services or guidance curriculum are encouraged to

contact the professional school counselor's office. Additional BISD counseling information, including parent education, strong character development, SCD support is available on the instruction link of the BISD website under counseling services and in the district and campus counseling offices.

### **Credit by Examination**

BISD offers credit by examination for students in two different circumstances: **Credit by Examination (without prior instruction)**, or **Examination for Acceleration**, and **Credit by Examination (with prior instruction)**. Specific guidelines for each program must be followed as indicated below:

#### **Credit by Examination (without prior instruction):**

BISD offers two options for Credit by Examination (without prior instruction) for elementary students including grade level acceleration and grade level acceleration in mathematics (telescoping).

A Credit By Exam (CBE) application must be submitted online to the District Gifted and Talented Coordinator by the designated date. The application with dates can be found on the Gifted/Talented and Advanced Academics webpage. A criterion-referenced assessment is given prior to instruction for both grade level acceleration and mathematics telescoping. For grade level acceleration the student must score 80% or higher for the grade level he or she wants to skip in each of the following areas: language arts, mathematics, science, and social studies. The student must score a 90% or higher on a criterion-referenced test for the grade level he or she wants to skip in mathematics. In addition, a school district representative must recommend that the student be accelerated, and the student's parent or guardian gives written approval for the acceleration. Specific details may be found in EHDC (Local) BISD.

There is an established testing schedule for credit by examination (without prior instruction), and tests are administered only on the scheduled testing dates. The dates may be accessed through the Gifted/Talented and Advanced Academics Office, campus specialist or Gifted/Talented and Advanced Academics website: [GT and Advanced Academics](#). Additional information may be obtained in the Gifted/Talented and Advanced Academics office at 817-547-5785.

#### **Credit by Examination (with prior instruction):**

Any student who has failed a course may take credit by examination to retrieve credit if that student meets the following criteria: (a) the student failed the course with a grade of at least sixty (60) or (b) in the case of excessive absences, the attendance committee has granted approval to take the exam. A grade of seventy (70) or higher is required to earn credit for the course in which the examination was attempted. Further information may be obtained in the counseling office at each campus.

## **Custody Issues**

Parents are urged to resolve their children's custody issues through the legal system and not through the school system. The schools will use the following process to determine who will have access to the child:

1. **Student Enrollment Form** – This form is used to enroll the students and is the **first indicator** of access and emergency contact with a child.
2. **Birth Certificate** – If a parent on the birth certificate, but not on the Student Enrollment Form, requests access to a child, the school will inform the parent who enrolled the child and request consent before the parent is given access to the child. If the parent who enrolls the child does not give consent then a copy of the latest Divorce Decree or Paternity Decree will be requested from both parents. The campus staff will do their best to implement the latest court document.
3. **Divorce Decree/Paternity Decree** – If a resolution is still not possible, the school will work with the Director of Student Services, who may involve BISD's attorney, parents, and the parents' attorneys in order to determine what access will be in the best interest of the child. If consent cannot be gained the school district may refer the parents back to the legal system for resolution.

These Custody Guidelines do not limit the birth parents' FERPA rights unless the Court has severed those rights.

## **Distribution of Literature to Students**

BISD no longer distributes flyers or literature directly to students but through a paperless process. See [www.peachjar.com](http://www.peachjar.com) for complete details.

## **Dress and Grooming**

The District's dress code is established in grades prekindergarten-12<sup>th</sup> to provide an atmosphere that enhances learning, teaches hygiene, instills discipline, prevents disruption, and avoids safety hazards. Students shall come to school looking neat and clean, wearing appropriate clothing, and exhibiting grooming that will promote good health and provide a safe place for students and staff.

The District prohibits pictures, emblems, clothing, or writing on clothing that is lewd, offensive, vulgar, or obscene; that depict the occult; that represent gang membership; or that advertise tobacco products, alcoholic beverages, drugs, or any other substance prohibited under school district policy.

The district also prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interfere with normal school operations. **See Student Code of Conduct for complete dress code.**

## **Emergency Drills**

(Evacuation, Lockdown, Shelter-in-Place, Relocation, Severe Weather)

Students, teachers, and other District employees shall participate in periodic drills of emergency procedures. When the notification is given, everyone in the building must respond and follow the direction of teachers or emergency officials quickly and in an orderly manner, or be subject to disciplinary action.

## Electronic Devices

### Parent and Student Technology Equipment Use Agreement, Expectations & Guide Program Goal – Successful Students

#### District Belief

The Birdville Independent School District believes technology is essential for enhancing curriculum and improving student learning. Devices are provided to all students in grades K-12, empowering teachers to transform learning through technology. Students can learn anytime, anywhere, and at any pace while developing future-ready skills. Students can submit classroom assignments anywhere they have internet connectivity (at or away from school).

Technology is leveraged to make learning more engaging and relevant, creating interactive learning experiences promoting active participation, critical thinking, and student collaboration. Technology is crucial in providing equitable access to resources and tools, enabling all students to reach their full potential.

#### Technology + Curriculum + Instruction

When partnered with curriculum and instruction, technology creates a more organized and accessible learning environment. This is because technology can be used to:

- Personalize learning for each student by providing them with the resources and activities most relevant to their needs.
- Make learning more engaging by using interactive and multimedia tools.
- Provide students with opportunities to collaborate and share their work and learning with others.
- Help teachers track student progress and provide feedback.

**As a result, students are more likely to be engaged in their learning, achieve their goals, and succeed in school.**

#### Device – Guidelines, Procedures, & Responsibilities

#### Review and Agreement

The BISD Student Handbook references the contents of this guide. Acknowledging the receipt, review, and acceptance of the student handbook also assumes review and acceptance of the contents of this *Parent and Student Technology Equipment Use Agreement, Responsibilities, and Guide*

#### Student Devices

##### What is a Chromebook?

A Chromebook is a netbook or small laptop that runs Google Chrome OS as its operating system. Chromebooks are designed to be used while connected to the internet and support applications like Google Docs on the Web rather than traditional PC applications like Microsoft Office and Photoshop on the machine itself. They are lightweight, usually operate on a Wi-Fi network, and typically come with integrated webcams and microphones, making them well-suited to use in any location with internet access.

## **Receiving your Mobile Device Checkout**

K-5 devices will be checked out to each classroom for student use during the school day.

Note: If the Chromebook you are issued is damaged, you must notify your campus librarian or the Campus Chromebook Coordinator within 24 hours of receiving the device. Otherwise, you can be held financially responsible for the damage.

## **Device Ownership and Return**

While enrolled in Birdville ISD, the district maintains ownership of the device.

When a student withdraws or graduates from the district, the device, with all issued power cords and/or accessories, must be returned to their home campus or the Technology Department. If the device is not in working order or requires repair, the terms in this guide's 'Repairing or Replacing Your Device' section will apply.

Students may be required to turn in their mobile device(s) for maintenance or inspection if requested by the district, campus, department administration, or the Technology Department.

Failure by students to return the equipment will be considered unlawful appropriation of District property.

## **Using your Mobile Device**

### **Responsible Use**

Students must adhere to the [Birdville ISD Responsible Use Guidelines](#) and this Chromebook Agreement document, regardless of where they use their Chromebooks and the source of the internet connection.

### **Elementary Students - At School**

Elementary students who attend school for in-person instruction will be assigned a device. The device will remain in their classroom at school (i.e., students will not take it home) and charge overnight in their classroom charging station. Device use will occur at the teacher's direction.

### **Elementary Students - At Home**

Elementary students who receive virtual instruction away from school for authorized/approved reasons or need to complete an assignment after school will be assigned a Chromebook for use at home and other locations outside of school. A Wi-Fi internet connection is required for Chromebook use.

### **File Management**

Students will save files to their Birdville ISD Google Drive. Saving to Google Drive makes files accessible to students from any computer with internet access. Some files may be stored locally on a Chromebook, but this practice is highly discouraged. Local storage capacity on Chromebooks is extremely limited, and should the device have to be repaired/replaced, any files stored locally will likely be lost.

Ultimately, the district will not be responsible for the loss of any student work.

### **Taking Care of Your Mobile Device**

Students are responsible for the general care of the device and charger issued. Devices broken or failing to work properly must be immediately taken to the designated staff at each member/location at each campus, where they will be logged for repair or replacement. Do not attempt to repair a damaged device by yourself, a family member, or a 3rd party repair shop. Please return the device to your Librarian or Administration.

If a loaner device is needed, one may be issued until the student's device can be repaired or replaced (subject to loaner availability).

### **General Care Practices**

- Avoid food or drink near your device.
- Insert charging cords and cables carefully into your device.
- Do not place objects (light or heavy) on top of the device, and avoid applying pressure.
- Do not sit or stand on the device.
- Avoid applying pressure on the screen.
- Chromebooks should never be exposed to extreme temperatures or direct sunlight for extended periods of time. High and low temperatures in a vehicle may damage the device.
- Only carry your Chromebook when it is closed. Close the lid and transport carefully, using two hands or in a backpack.
- Make sure no objects are on the keyboard when closing the device.
- Do not disassemble your Chromebook to attempt repairs. Attempting such repairs creates a safety hazard and will void any warranty or insurance coverage for the device.
- Do not attempt to remove or damage the device asset tag or any other forms of identification placed on the device. These must be left undamaged.
- Always keep the Chromebook clean and free of markings. Placing stickers, writing, or drawing on, marking, engraving, or otherwise defacing the device or case, if one is given, is prohibited and can result in damage costs, loss of privileges, and disciplinary consequences.
- Clean the device with a soft, dry microfiber cloth – do not use cleaning solutions or wipes.

### **Cases**

While not all district mobile devices are currently equipped with protective cases, they will be as time and resources allow. If a district Chromebook is equipped with a case, the device should always be used with the case applied. It is prohibited to remove the protective case for any reason other than administering, repairing, or servicing the device by authorized personnel.

Although the cases are designed to help protect the Chromebooks, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect their device. Regardless of whether a device is used with a protective case/carrier, students are still responsible for taking good care of their assigned device and adhering to the terms of this document.

### **Charging**

Devices may be charged at school, provided time and resources are available (e.g., sufficient charging carts, cords, or outlets in each classroom). Secondary students should not assume they will have ample time or resources to charge their devices at school.

### **Screen Care**

Chromebook and laptop screens can be damaged by heavy objects, rough treatment, certain cleaning solvents, and other liquids. They are particularly sensitive to damage from excessive pressure.

Do not press on the top of a Chromebook or laptop when it is closed, and do not carry the device by the screen when it is open.

Heavy objects should never be placed or stacked on top of your Chromebook. This includes, but is not limited to, books, musical instruments, and sports equipment.

Do not store the Chromebook with the screen open.

If equipped with a protective case, do not place anything in the protective case that will press against the cover.

Make sure there is nothing on the keyboard before closing the lid.

Do not use the Chromebook as a file folder. Staples and paper clips can crack the screen. Clean the screen with a soft, dry microfiber or anti-static cloth.

### **Asset Tags and Identification Labels**

All Chromebooks and laptops will be labeled with a district asset tag. Asset tags and any form of identification label must not be removed, modified, or tampered with in any way.

### **Storing Your Mobile Device**

Chromebooks should be securely stored when not in use. Nothing should be placed on top of the Chromebook or laptop in storage.

Under no circumstances should a Chromebook be left unsecured in unsupervised areas. An unsupervised area is considered any area that is not locked and secured or without supervision.

If found, unsupervised Chromebooks can be taken by staff to the campus Principal or the BISD Technology Department.

In addition, Chromebooks should never be left unattended with a user account logged into the device and/or applications open. This is a serious security issue. Someone can access your information and data they are not entitled to or authorized to view. Do not make it easy for anyone to access your sensitive and important data!

BISD is not responsible for the safekeeping and protecting Chromebooks that are not secured in the assigned stations or appropriate areas.

### **Software and Filtering**

Every effort will be made to ensure Chromebooks and laptops are running the latest Google Chrome Operating System (Chrome OS), as applicable. However, it is possible the device issued may not be current with the latest Chrome OS release. The Chrome OS will automatically install updates as they are released by Google. Chrome updates often require a restart to take effect.

The district employs a centralized management system to change security settings, update software, and add or remove Chromebooks. Students are prohibited from disabling, modifying, circumventing, or altering management settings or content filters.

### **Content Filter**

BISD utilizes an internet content filter for:

1. Compliance with the federally mandated Children's Internet Protection Act (CIPA).
2. To protect BISD devices from malicious content that poses a risk to the operation of our devices and the BISD network.
3. To keep BISD students safe.

**All BISD Chromebooks, regardless of physical location (in or out of school) and internet connection, will have internet activity filtered and monitored.**

Despite using an internet content filter, BISD cannot guarantee that all controversial or inappropriate materials will always be blocked. Contact with inappropriate content:

- If a student encounters inappropriate material, they should report it to an adult.

### **Personalizing your Chromebook**

Students may personalize their devices through device settings to the extent device management permissions allow, provided the modifications are appropriate and inoffensive. Misuse of these settings can result in revocation of device privileges.

Students are not permitted to download and install apps/extensions on district Chromebooks. Any apps/extensions desired for instructional purposes must be requested through classroom teachers or campus instructional staff (e.g., Instructional Facilitators and Library Media Specialists). Approved apps/extensions are then coordinated with the Technology department for deployment to students' Chromebooks.

**Note:** Parents and students cannot use personal email accounts on district devices assigned to students. District devices will only permit the use of birdvilleschools.net accounts.

### **Responsibility For Content Stored on Your Assigned Device**

Students are responsible for the content stored on their assigned devices. Stored content is expected to be related to academic pursuits. Content that is offensive and prohibited by the BISD Responsible Use Policy or violates federal, state, or local laws can result in confiscation of the device, loss of network privileges, and possible legal action.

Devices will be assigned to a specific user (staff member or student). End users are ultimately accountable for all content logged under their account credentials. Never allow someone else to use your device when logged in with your account.

### **Repairing or Replacing Your Device**

#### **Protection / Insurance Plans**

Elementary students are exempt from paying for a protection plan, as the replacement cost remains fixed at \$25.

Birdville ISD does not cover the loss of the Chromebook and/or its accessories, cosmetic damage, or damage caused by intentional misuse and/or abuse. Students will be held responsible for the full cost of intentional damage to their device. This includes breaking any part of the device, charger, or case.

#### **Repair Procedures**

Birdville ISD does not charge a usage fee for district Chromebooks or laptops. If the student's Chromebook is properly cared for, the student will not have to pay any money out of pocket for using the device. In the event of damage to or hardware malfunction of the device, the following procedure will apply:

#### **Elementary campuses**

Teachers will return the device to their campus Chromebook Coordinator. The Chromebook Coordinator should submit a Help Desk Ticket listing the device model, asset tag number, or serial number.

Once a ticket has been submitted to the Help Desk, the Technology Department will collect the device for repair/replacement.

If one is available, a loaner device will be issued to the student. If repair or replacement is needed due to malicious damage, the school may refuse to provide a loaner or reissue a device.

### **Frequent 'Incidental' Damage**

Repeated incidental damage may be considered as intentional damage. Under such circumstances, repair or replacement costs can be assessed as intentional or loss. 'Frequent or repeated' can be considered 3 or more repair incidents under any duration by the same student.

If a student intentionally damages 2 devices within a school year, campus or district administration may revoke their device usage privileges if deemed necessary.

The campus or district administration will make the final determination of whether the frequency of damage is incidental or intentional. If deemed necessary, device use under these circumstances can be revoked by campus or district administration.

### **Theft of a Device**

In the event of device theft, a police report must be filed as soon as possible after determining the theft. Replacement for theft of the device will be assessed on a case-by-case basis and will be at the discretion of the campus principal and/or district administration.

### **Use of Personal Devices**

While Birdville ISD supports using personal devices, students who must use a personal device under the terms of this guide will not be issued a district-owned Chromebook. The Technology Department will not support personal devices or help troubleshoot physical issues. Students will still be responsible for bringing their device to school each day, 100% charged and ready to use.

Related Documents

BISD Responsible Use Policy: <https://www.birdvilleschools.net/studenthandbooks>

RevTrak: (<https://birdvilleisd.revtrak.net/>)

Date : 06/2024

## **Cell/Smart Phones**

### **Purpose and General Guidelines**

In accordance with House Bill 1481, students are prohibited by state law from using personal communication devices while on school property during the school day. This includes all class time, lunch, and passing periods. This regulation outlines the procedures and consequences for the use of personal electronic communication devices, including cell phones, laptops, smartwatches, or any other electronic device capable of telecommunication or digital communication during the school day on all K–12 campuses in the district.

- Students must store their personal communication device(s) powered off while on school property during the day.
- Students must keep such devices in purses, backpacks, or bags when they are on school property during the school day.

## **Enforcement and Confiscation Procedures**

**First Offense:** Verbal warning

**Second Offense:** The device is confiscated and stored in the assistant principal's office. The student may retrieve it at the end of the day. At the end of the school day, the teacher contacts the parent/guardian.

**Third Offense:** The device is confiscated and stored in the assistant principal's office. Only the parent or guardian may retrieve it, and a campus administrator contacts the parent or guardian at the end of the school day.

**Fourth Offense:** The device is confiscated and stored in the assistant principal's office. Only the parent or guardian may retrieve it, and the administrator contacts the parent or guardian. The student is not allowed to bring their phone to school for a specified period. If the student walks to school, they will be required to check their device daily at the front office for a specified period. The administrator contacts the parent/guardian. Additional disciplinary actions will occur.

**Fifth Offense and after:** The device has been confiscated. The parent must retrieve it. It will no longer be permitted on campus. The administrator will develop an alternative device plan with the parent/guardian. Additional disciplinary actions will be taken.

**Refusal to Surrender a Device:** Students who refuse to turn over a device will be subject to disciplinary consequences as outlined in the Student Code of Conduct. A written referral will be issued, and an administrator will intervene.

Devices will not be treated as separate categories; all infractions will accumulate regardless of the type of device involved. For example, if a student's first violation involves a cell phone and the second consists of a smartwatch, it will still be considered the student's second offense. The type of device does not affect the progression of disciplinary actions.

### **Special Circumstances**

Students with a documented medical need or 504/SPED accommodation requiring device usage will be allowed access as outlined in their plan. Any audio/video recording of individuals on campus without express consent is prohibited and may result in disciplinary action.

### **Progressive Discipline**

As outlined in the BISD Student Code of Conduct, students may be subject to further disciplinary actions starting with the third offense.

### **Review and Revisions**

This regulation shall be reviewed and revised as necessary to address mitigating circumstances, changes to district policy, legal guidelines, or the adoption of emerging technologies in educational settings.

### **Content Filtering**

Birdville ISD provides filtered Internet access and monitors user activity on the District's network, including sites visited, content viewed and communications sent and received. The District may examine a student's personal device and search its contents if there is a reason to believe that school policies, regulations, or guidelines regarding access to the network or use of the device have been violated per Student Code of Conduct.

### **Birdville ISD Student-Owned Device Responsibilities**

- Birdville ISD is not responsible for lost, damaged or stolen items. When bringing personally owned electronic devices to school, it is the student's responsibility to ensure that his/her device is secured.
- Birdville ISD assumes no responsibility for service charges students might incur while using personal devices. This includes, but is not limited to, charges related to data plans, texting fees, and security programs.
- Birdville ISD will not provide IT support or additional electrical power access or network drops to support student personally-owned devices.

### **Student Responsibilities**

When students bring personally owned devices to school, they must follow all Responsible Use Procedures for District Technologies as well as the following guidelines:

- Student use of personally-owned electronic devices, including cell phones, within instructional settings should not interfere with teaching and learning and will be used only as directed by the teacher or campus administrator. Use of personally-owned devices will not be required of students.
- Students shall not use electronic devices to annoy or harass others with unacceptable language, images, or threats.
- When not in use for approved instructional purposes, students must silence devices.
- Students should respect each other's property. If a student makes the decision to share his/her personally owned device with others, the owner is responsible for the device.
- Personal devices shall not impair the security of the Birdville ISD network. Students are expected to maintain up-to-date security programs on any personal device connected to the BISD wireless network. Devices without up to date security programs may be denied access to the network.
- Students shall not use personal devices for district or state assessments.

### **Consequences for Responsible Use Violation**

In accordance with the Birdville ISD Student Handbook, violations of this agreement may result in withdrawal of privileges, school disciplinary action, and civil and/or criminal prosecution. Students and their parents should be aware that e-mail and other electronic communications and, if applicable, text messaging and social media using district provided resources are not private, will be monitored by district staff, and are subject to Open Records requests.

District employees may confiscate any electronic communication device if it clearly is not being used as an educational device in the classroom. If an electronic communication device is confiscated it shall be handed over to the campus administration no later than the end of the teacher's workday. Parents shall be notified within two school days after the electronic communication device is confiscated with an explanation for the confiscation. The electronic device may be returned to either parent or the student.

Students who violate any aspect of the Electronic Devices handbook policy shall also be subject to the disciplinary measures outlined in the Code of Conduct.

### **Electronic Devices and State Testing**

Use of electronic devices, including cell phones/Smartphones during the administration of any state test (STAAR or TELPAS) is prohibited. Students are strongly encouraged not to bring electronic communication devices to the testing room. Prior to testing, students will be required to surrender such devices to the test administrator for safe keeping during testing. The device will be returned to the student after all students have completed testing. If a student is found to possess an electronic communication device during testing, student test results may be invalidated and the student may face disciplinary action.

### **Emergency School Closing/Delayed Opening Information**

School closings or delayed openings because of cold or icy weather or hazardous road conditions are announced on the District's website, electronic newsletter, Facebook, Twitter, phone message to student homes, and local radio and television stations between 5:00 a.m. and 7:00 a.m.

### **Federally Required Parental Inspection**

Per Birdville ISD Policy, EFA (Legal), all instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the United States Department of Education shall be available for inspection and by the parents or guardians of the children.

### **Field Trips**

Eligibility for field trips will vary according to grade level and individual program requirements. The campus principal will make final decisions in regard to eligibility. Chaperones must have a clear background check through the district and must be pre-approved prior to the field trip. This background check and approval may take up to two weeks or more. The principal is the final authority in determining who is eligible to participate in a campus field trip. Generally, the nurse does not go on field trips unless there are special education needs. Any special education need will be dealt with on a case by case basis.

### **Food**

Outside food brought during lunch is discouraged, although parents may bring food for their own child.

### **Vending Machines**

The District has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the campus administration. [See policies at CO and FFA.]

### **Fundraisers**

Student clubs, classes, organizations, and parent groups will occasionally be permitted to conduct fund raising drives. Permission must be given by the campus principal or principal's designee at least ten (10) days in advance. Except as approved by the principal or designee, fund raising shall not take place on school property. Coordination of projects between school organizations, parent organizations, and the principal is expected to avoid duplication of efforts. Door-to-door selling by students is strongly discouraged.

### **Physical Activity**

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the District will ensure that students in prekindergarten through 5<sup>th</sup> grade engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

### **Requesting Physical Fitness Results**

Annually, the District shall assess the physical fitness of students in grade 3 or higher in a course that satisfies the curriculum requirements for physical education under Education Code 28.002(a)(2)(C), using an assessment instrument adopted by the Commissioner. Parents may request, in writing, their child's physical fitness assessment results at the end of the school year. The results of individual student performance on the physical fitness assessment instrument are confidential and may be released only in accordance with state and federal law.

The District is not required to assess a student for whom, as a result of disability or other condition identified by Commissioner Rule, the assessment instrument is inappropriate. Each student must be assessed based on factors related to student health, including aerobic capacity; body composition;

and muscular strength, endurance, and flexibility, unless a particular factor is inappropriate for that student because of a health classification defined in 19 Administrative Code 74.31 [see EHAA].

### **Library Services**

Each campus has a library in which students may check out library materials and access research and reference materials. Students are encouraged to make use of the print and non-print materials available in each campus library. However, students are responsible for the proper care and the prompt return of the materials they borrow and use. Consequently, students are responsible for the replacement cost of any item borrowed if that item is lost or damaged beyond repair.

### **Mental Health Services**

#### **Consent, Opt-Out, and Refusal Rights**

#### *CONSENT TO INSTRUCTION ON PREVENTION OF CHILD ABUSE, FAMILY VIOLENCE, DATING VIOLENCE, AND HUMAN TRAFFICKING*

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and human trafficking, the parent must give written consent. Parents can choose to opt in/opt out during the registration process.

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and human trafficking. The School Health Advisory Council (SHAC) makes recommendations for instructional resources, and the school board adopts the materials and determines the specific content of the instruction. In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of instructional materials, depending on the copyright of the materials. As required by law, any instructional materials in the public domain used in this instruction will be posted on the district's website,
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties,
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings (See the campus principal for details).

#### **CONSENT TO PROVIDE A MENTAL-HEALTH CARE SERVICE**

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The campus counselor will notify the student's parent/guardian within a reasonable amount of time after the counselor learns that a student has displayed early warning signs and provide information about available counseling options.

Campus staff are trained in the Multi-Tiered System of Supports (MTSS) and the counseling services referral process. Through this process, students with early warning signs of mental health concerns are identified. The campus works collaboratively with parents and staff to develop appropriate interventions to remove barriers to academic and mental health success.

The district has also established procedures for staff to notify the campus counselor regarding a student who may need intervention.

Campus counselors can be reached by calling the main line for your campus and asking to speak with a counselor. Counselors 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.

The mental health liaison can provide further information regarding district procedures as well as instructional resources. The mental health liaison can be reached at: [michelle.broadwater@birdvilleschools.net](mailto:michelle.broadwater@birdvilleschools.net) or 817-547-5743.

For further information, see Mental Health Support.

### **Parental Consent for Matters Involving Gender Identity and Social Transitioning**

The district supports the rights of parents and guardians in making decisions regarding their child's upbringing and well-being. In compliance with state law, the following applies:

- School personnel will not encourage, promote, or facilitate social transitioning for any student without prior written parental consent.
- Social transitioning includes, but is not limited to, requests or actions related to changes in name, pronouns, attire, or access to sex-specific facilities.
- If a student requests to be identified in a manner inconsistent with district records, staff are required to notify campus administration.
- The school will then notify the student's parent or guardian before any action or change is taken by the school.

District staff may not withhold any information related to a student's gender identity, gender expression, or requests for social transitioning from a student's parent or guardian, except where required by law in cases of documented child endangerment.

### **Mental and Behavioral Health–Related Absences**

Students may be excused for absences related to mental or behavioral health conditions. To be recorded as excused, the absence must be verified by a licensed mental health professional, including a:

- Physician
- Licensed Professional Counselor (LPC)
- Licensed Clinical Social Worker (LCSW)
- Psychologist

Verification must be submitted to the school's attendance office **within three school days** of the student's return.

If your child is experiencing mental health challenges, please contact the campus counselor or administrator for available resources and support. The district is committed to balancing student well-being with academic attendance requirements.

### **Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children, which may be accessed at <https://www.birdvilleisd.org/>. Abuse includes physical, psychological, and emotional abuse. Trafficking includes both human and labor trafficking.

### ***Duty To Report***

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). See below for information about how to report and respond to allegations of child abuse or neglect.

## **POSSIBLE WARNING SIGNS OF CHILD ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN**

### ***Physical Abuse***

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation]

### ***Sexual Abuse***

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### ***Emotional Abuse***

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss.

### ***Neglect***

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

### ***Description and Warning Signs of Trafficking***

Child trafficking of any sort is prohibited by the Penal Code. 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 frequently contact victims online.

Possible warning signs of human trafficking in children include:

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

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;
- Owning 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 Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children***

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose this 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 abuse, neglect, trafficking, or other maltreatment, the campus counselor(s) 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](#).

The following websites include resources to help increase awareness of child abuse and neglect:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [National Sexual Violence Resource Center](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

### **Counseling**

The district has a comprehensive school counseling program that includes:

- Guidance resources 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;
- 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.

### **Academic**

#### ***ELEMENTARY AND MIDDLE SCHOOL***

The professional school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

#### ***HIGH SCHOOL***

High school students and their parents are encouraged to talk with a professional school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, students in grades 5-12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;

- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the professional school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

### ***Personal Counseling***

The crisis intervention and professional school counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with either counselor should make an appointment at the campus. As a parent, if you are concerned about your child's mental or emotional health, please speak with the crisis intervention counselor for a list of resources that may be of assistance. If your child has experienced trauma, contact the campus crisis intervention counselor or the district mental health liaison for more information.

### **Mental Health Support (All Grade Levels)**

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

In Birdville ISD we employ a Multi-Tier Systems of Support framework to address the needs of the whole child. Specific programs utilized to support students' mental health include Lifelines, an evidenced based suicide prevention, intervention, and postvention program; Mental Health First Aid, a national program to teach the skills to respond to the signs of mental illness and substance abuse; Trust-Based Relational Intervention, an attachment-based, trauma-informed intervention educational program; Character Strong, a relationship building and positive behavior response program; and Anonymous Alerts, an anonymous incident reporting system.

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 campus crisis intervention counselor 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.]

**Parental Consent for Counseling Services**  
**[Birdville ISD Parental Consent for Counseling Service Form](#)**

**Health-Related Resources, Policies, and Procedures**

***Physical and Mental Health Resources (All Grade Levels)***

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

- **Michelle Provence, Director of Health Services**
  - at [michelle.provence@birdvilleschools](mailto:michelle.provence@birdvilleschools)
  - 817-547-3812 (x11432)
- **Michelle Broadwater, LMSW, Assistant Director of Counseling Services & District Mental Health Liaison**
  - [Michelle.broadwater@birdvilleschools.net](mailto:Michelle.broadwater@birdvilleschools.net)
  - 817-547-5743
- The local public health authority, [Tarrant County Public Health](#), which may be contacted at 817-248-6299
- The local mental health authority, [My Health, My Resources](#), which may be contacted at:
  - Mental Health Crisis: Call or text 800-866-2465
  - Other Mental Health Services- 817-335-3022.

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office.

- 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: the FFH series of policies
- Freedom from Bullying: FFI

**Messages**

In our effort not to interrupt teaching-learning time, only emergency messages will be delivered to students. Lunch money, required homework assignments, transportation plans, etc. should be

finalized before leaving home in the morning. Messages to teachers will be delivered to the teacher's mailbox or voicemail throughout the day.

### **Parties**

Parties are regulated by district policy. Teachers, parents, and students shall not plan a party unless it meets with campus policy and is approved by the school principal. Elementary may have up to three parties per year: Christmas, Valentine's Day, Spring, or the end-of-school party. The Valentine's party is teacher-pupil planned. All other approved parties are coordinated through the teacher by class "room volunteers" (or designee). Each year students are requested to bring an allotted amount of money to pay for refreshments. Sibling(s) or other children should not be brought to class parties. All elementary school parties must be held on the local school campus.

### **Birthday Parties**

Birthday parties shall not be held at school, nor shall individual student party invitations be distributed at school. Party invitations may be distributed to the entire class or all the boys in the class or all the girls in a class.

Flowers, corsages, or balloon bouquets shall not be delivered to students at school by parents, fellow students, or vendors. Homecoming corsages are not to be worn at the elementary or middle school campuses.

The state legislature has passed a new provision called Lauren's Law which states: The school cannot prohibit the parent or grandparent from providing a food of their choosing to the children or grandchildren in the classroom on the child's birthday. BISD has determined that these food products may be distributed during non-instructional times such as recess, lunch or after-school. The best time for this distribution will be determined by the campus principal.

### **Parent Involvement, Responsibilities, and Rights**

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication, and that includes parents, teachers, administrators, and the Board of Trustees. Every parent is urged to:

- Encourage his or her student to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her student and sign and return the acknowledgment form(s). A parent with questions is encouraged to contact the appropriate school administrator.
- Become familiar with all of the student's activities and with the academic programs offered in the District. Discuss with the counselor or principal any questions, such as concerns about placement, assignments, or early graduation, and the options available to the student. Monitor the student's academic progress and contact teachers as needed.
- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her student. (See Protection of Student Rights in Appendix B section in this Handbook.)
- Parents of a student enrolled on a Title 1 campus have the right to know the professional qualifications of the classroom teachers who instruct their child. Professional qualifications include whether the teacher is certified in the grade level or subject they are teaching, the baccalaureate degree they hold, and the field of discipline of their degree or certification. If you wish to know any information regarding the professional qualifications of your child's teacher, please make a written request to the principal.

Review the student's records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments that have been administered to his or her student (See Student Records in Exhibit B section in this Handbook).

- Temporarily remove a student from the classroom, if an instructional activity in which the student is scheduled to participate conflicts with the parent's religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency (TEA).
- Grant or deny any written request from the district to make a videotape or voice recording of the student unless the videotape or voice recording is to be used for school safety; relates to classroom instruction or a co-curricular or extracurricular activity; or relates to media coverage of the school as permitted by law.
- Become a school volunteer. For further information contact your student's principal.
- Participate in campus parent organizations. The activities are varied, ranging from band booster to district and campus planning committees formulating plans to improve student achievement. For further information, contact your student's principal.
- Attend Board meetings to learn more about district operations, including the procedure for addressing the Board when appropriate.

### **Personal Property**

Students are reminded that the school district is not responsible for any personal property that is lost or stolen. This includes electronic communication devices, contents in student and athletic lockers, school buildings, school buses, and items taken on school-sponsored trips. Protect your property: keep your locker combination to yourself, and keep your locker locked at all times.

### **Pledges**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. A minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

### **Posters**

The principal must first approve all signs and posters to be displayed. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action.

## **Prayer**

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

## **Protection of Student Rights**

No student will be required to participate without parental consent in any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education that concerns:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating, and demeaning behavior.
- Critical appraisals of other individuals with whom the student or the student's family has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Income, except when the information will be used to determine the student's eligibility to participate in special programs, or to receive financial assistance under such a program.

Parents shall be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation. Each parent also has a right to review all instructional materials used in his or her student's classroom and to review each test that has been administered to his or her student.

## **Public Address System**

The P.A. system is to communicate general information to the classrooms. It is not for any personal use. All announcements must be approved by campus administration.

## **Registration**

Students are required to attend the school in the attendance zone determined by the primary residence of the parent, legal guardian, or person having lawful control of a student eligible for admission to BISD. Specific information relating to school attendance zones may be obtained at each campus or the Office of Student Services.

All students, upon enrolling in BISD, should be accompanied by a parent(s) and will be required to furnish the following:

1. Proof of residence.
2. Immunization records.
3. Official birth certificate (Prekindergarten through grade 1 and all first-time BISD enrollees).
4. Social Security Number or State-Approved Alternate ID last reported through PEIMS.
5. Official withdrawal form and/or report card from previous district.

## **Prekindergarten Registration**

BISD holds a district-wide prekindergarten registration in the spring and in early August. The day of district registration is based on the student's home campus. Parents may register prekindergarten students on the home campus anytime throughout the year.

## **Release of Students from School**

A student will not be released from school at times other than regular dismissal times, except with the principal's permission or in accordance with campus sign-out procedures. A student who will need to leave school during the day must bring a note from his or her parent that morning.

### **Search and Seizures**

The district shall use specially trained dogs to sniff out and alert officials to the current presence of concealed prohibited items. Trained dogs may sniff lockers, vehicles, classrooms, and other common areas at any time. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct Handbook. (FNF-Local)

### **Smoking**

Smoking or use of any tobacco products on school property or at any school-related or school-sanctioned activities, on or off school property, is illegal and students are subject to disciplinary consequences.

### **Social Events**

The rules of good conduct and grooming shall be observed for school social events. Guests (if permitted) will be expected to observe the same rules as students attending the event. The person inviting the guest will share responsibility for the conduct of the guest. Students attending a school-sponsored event may be asked to sign out when leaving before the end of the event. Anyone leaving before the official end of the event will not be re-admitted.

### **Special Education Records**

Parents of a student with a disability who has been provided special education services by the district will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

## **Student Code of Conduct**

Students are responsible for conducting themselves properly in a manner appropriate to their age and level of maturity. (See **Student Code of Conduct**)

### **Student Insurance**

Beginning each school year, the district will make available to students and parents a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims through the school district insurance office. The district shall not be responsible for costs of treating injuries or assume liability for any costs associated with an injury. For further information or questions about student insurance, contact the district Insurance Office.

### **Student/Parent Complaints**

In accordance with Board policy, students or parents who have a complaint should first bring the matter up with the teacher. Usually a complaint or concern can be addressed by a phone call or conference. For complaints or concerns that cannot be handled in this manner, the district has adopted a standard complaint policy. If the outcome of that discussion is not satisfactory, then a conference with the principal can be requested. If not satisfied at that level, the student or parent/guardian can request a conference with the Superintendent's designee. For information about the Complaint Process, please call the Office of the Executive Director of Student Service at 817-547-5790.

### **For Disciplinary Appeals see BISS Code of Conduct**

Students and/or parents who have a complaint regarding possible discrimination or harassment on the basis of sex, race, etc., should contact the Office of the Executive Director of Student Services 817-547-5790. Complaints or concerns regarding students with disabilities identified to receive special education services should be addressed to the Executive Director of Student Services. Complaints or concerns regarding the placement of a student with disabilities who is not eligible for special education or about the district's programs and services available to the student should be addressed to the Associate Superintendent for Human resources, Governance and Support Services.

### **Student Records – Notification of Rights**

A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school. By law, both parents, whether married, separated or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. Applicable procedures regarding the release of records for students with disabilities will be followed.

The principal is custodian of all records of currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. Parents of a minor and students over 18 years of age have the right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents of eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where records may be inspected.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older),

and school officials with legitimate educational interests are the only persons who have general access to a student's records. School officials include any employees, agents, trustees of the district, cooperatives, or contractual placement facilities, as well as their attorneys and consultants, who are:

1. Working with the student.
2. Considering disciplinary or academic actions, the student's case, or a disabled student's IEP.
3. Compiling statistical data.
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. The district forwards a student's records without prior consent on request to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to student records, and copies of student records, does not extend to all documents. Materials that are not considered educational records such as teachers' personal notes on a student that are shared only with a substitute teacher, do not have to be made available to the parents or student.

Students over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the records, the requester has the right to a hearing and to place in the student's record a statement commenting on the information. Although improperly recorded grades may be challenged, parents and students are not allowed to contest a student's grades in a course through this process. Parents or students may complain to the Superintendent or their designee if they feel that the district is not in compliance with the law regarding student records.

Copies of student records are available at a minimal cost, payable in advance. Parents may be denied copies of a student's records for the following reasons:

1. The student reaches age 18
2. The parent fails to follow proper procedures and pay the copying charge.
3. The district is given a copy of a court order terminating the parental rights.

If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Universities or other entities that request official copies of the Academic Achievement Record (AAR) directly from districts are responsible for obtaining authority from students for release of such records. Students may also request direct mailings of official copies to colleges or to prospective employers. An official AAR provided by the district may be differentiated from the copy given to the student or family. The words "Official Copy" imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. The district stands behind the validity of the data on the official copy of the AAR at the time it is mailed. A transcript copy should be marked or stamped "Official Copy" only at the time of its authorized release to another institution or student-approved recipient, excluding parents. Official copies of the AAR may be sent directly to colleges or prospective employers. Unofficial copies are available according to the guidelines above.

## Reading Screeners

Texas Education Code §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. The District will notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. Texas Education Code 38.003, Screening and Treatment for Dyslexia and Related Disorders, requires kindergarten and first grade students to be screened for dyslexia and related disorders. Kindergarten students must be screened at the end of the school year; screening for first grade must conclude no later than January 31 of each year.

## Summer School

Summer school programming includes courses developed for academic intervention and accelerated instruction. Summer school programs are also offered for students in Prekindergarten and Kindergarten who are bilingual. Some programs have specific qualification criteria and require an invitation to participate. For questions about which summer school opportunities may be appropriate for your student, please contact your child's counselor.

## State Testing Program

The goal of the Texas assessment program is to provide all students an appropriate statewide assessment that measures and supports their achievement of the essential knowledge and skills of the state-mandated curriculum. Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced tests, as required by the Texas Education Code. All STAAR and TELPAS assessments will be administered through a state online testing platform. Students utilizing district-issued technology are required to bring the device and a charger on state testing days.

## STAAR 3<sup>rd</sup>-8<sup>th</sup>

The State of Texas Assessments of Academic Readiness (STAAR) is administered to students in grades 3<sup>rd</sup>-8<sup>th</sup>. STAAR results provide information about students' academic readiness for the next instructional level. The subjects and grade levels tested in grades 3<sup>rd</sup>-8<sup>th</sup> are indicated below.

Grade 3:	Reading Language Arts (RLA)	Math		
Grade 4:	Reading Language Arts (RLA)	Math		
Grade 5:	Reading Language Arts (RLA)	Math	Science	
Grade 6:	Reading Language Arts (RLA)	Math		
Grade 7:	Reading Language Arts (RLA)	Math		
Grade 8:	Reading Language Arts (RLA)	Math	Science	Social Studies

Students enrolled in grades 3<sup>rd</sup>-8<sup>th</sup> who are receiving instruction above their enrolled grade level will be administered a STAAR test at the level of instruction. For example, if a fifth-grade student is receiving instruction in sixth grade math, the student will take the grade 6<sup>th</sup> mathematics test. STAAR may be administered online with a few exceptions for paper/pencil tests. The online version provides accommodations for students who qualify. STAAR Alt 2 Students who have significant cognitive disabilities and are receiving Special Education services may qualify to take the STAAR Alt 2 assessment. Eligibility for STAAR Alt 2 is determined by the ARD committee based on TEA's participation requirement. STAAR Alt 2 is administered in all grade levels and for all subjects in which STAAR 3-8 are administered, using an alternative timeline and test format. Students who take the STAAR Alt 2 fulfill all participation requirements for STAAR 3-8.

### **Accelerated Instruction**

In accordance with House Bill 1416, students who do not achieve Approaches or higher on STAAR assessments are required to receive accelerated instruction. Students who are Absent or Present and Refuse to Test will also be required to complete accelerated instruction in the applicable subject area. This instruction must align with the Texas Essential Knowledge and Skills (TEKS) and be provided by a TIA-designated teacher or through supplemental instruction for no less than 15 or 30 hours, depending on the student's prior performance. Instruction may take place in the summer or during the school year, with a frequency of at least once per week, and is limited to no more than two subjects per year, prioritizing math and RLA.

### **STAAR/EOC Refusal to Test**

For STAAR, students are required to participate and districts are required to provide a "testing opportunity" for all eligible students. Parents and students have been notified of the "testing opportunity" in Birdville ISD. What that "testing opportunity" looks like varies at the local level.

As indicated in the Texas Education Code (TEC), §26.010, "A parent is not entitled to remove the parent's child from a class or other school activity to avoid a test." Students are required to be tested by both state and federal laws. If a student (or their parent) refuses to test, the district should keep local documentation on this. As all eligible students must be accounted for, the district should mark the test as indicated in the District and Campus Coordinator Resources Frequently Asked Questions section, question #6, copied below.

- What score code should a district use for a student who is not tested?

Both federal and state laws require that students enrolled in public school districts and open-enrollment charter schools take the STAAR assessment as a measure of student understanding of the Texas Essential Knowledge and Skills (TEKS). Students are required to participate, and districts are required to provide a testing opportunity for students. What that testing opportunity looks like varies at the local level.

If a student does not participate, the district should keep local documentation. As all eligible students must be accounted for, the district should mark the test as noted below:

- If a student is absent, use "A" for Absent.
- If a student is present but is not tested, use either "S" or "O" depending on the specific scenario:
  - For students taking a STAAR grade 3–8 assessment, use "S" for Score.
  - For students taking a STAAR EOC assessment for the first time, use "S" for Score.
  - For students taking a STAAR EOC retest in April, May, or December, use "O" for Other.

For students who refuse to test, a score code of "S" will be assigned. This results in the lowest score possible, and a student's performance on STAAR EOC assessments is required [by TEC, §39.023(c-5)] to be included on the student's academic achievement record.

Testing opportunity in Birdville ISD - Students will be required to report to their assigned location for every "testing opportunity". Students who refuse to test are required to remain in their assigned location for the entire testing session and will be required to submit their assessment(s) online. Students who do not submit their assessment online will have their assessment submitted with a score code of "S" by the district at the end of the testing opportunity.

In addition, House Bill 4545 specifies that students who do not perform successfully on STAAR are required to have 30 hours of accelerated instruction per subject. Students who are Absent or Present

and Refuse to Test will be required to complete the 30 hours of accelerated instruction as outlined by House Bill 1416.

Finally, the low score hurts the district's federal accountability rating. For further questions regarding Refusals to Test, please contact the Texas Education Agency at (512) 463-9734.

### **TELPAS**

Students in grades K-12 who have been identified as emergent bilingual students (EBs) are required to be assessed yearly through the Texas English Language Proficiency Assessment System (TELPAS) developed by the Texas Education Agency (TEA) to meet the state and federal requirements. In grades K-1, TELPAS includes holistically-rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. In grades 2-12, TELPAS includes online reading, writing, listening and speaking assessments.

The TELPAS Alternate assessment is for students in grades 2-12 with the most significant cognitive disabilities who cannot participate in the general TELPAS assessment even with allowable accommodations. The TELPAS Alternate assessment was developed by TEA to meet the federal requirements mandated under Every Student Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency (ELP) assessment for emergent bilingual students (EBs).

### **Electronic Communication Devices and State Testing**

Use of electronic communication devices during the administration of any state test (STAAR/EOC or TELPAS) is prohibited. Students are strongly encouraged not to bring electronic communication devices to the testing room. Prior to testing, students will be required to surrender such devices to the test administrator for safe keeping during testing. The device will be returned to the student after all students have completed testing. If a student is found to possess an electronic communication device during testing, student test results may be invalidated and the student may face disciplinary action.

### **Test Security**

Receiving or giving unauthorized assistance during a state test is considered cheating, and may result in the invalidation of test results and result in disciplinary action at the discretion of the campus administration.

Districts are required to have procedures in place to prevent cheating through the use of cell phones and personal electronic devices during test administrations. If a student photographs, duplicates, posts, or transmits secure test content or disseminates this information using an electronic device, the district is required to notify the Student Assessment Division of TEA immediately.

Student cheating on state assessments, either by providing or receiving assistance, requires action by the campus or the district coordinator. After investigating the incident, if the district determines that a student has been involved in cheating on a state assessment, the district is required to:

- invalidate the student's test (as required by TAC, §101.3031(a)(4)) by marking the score code "O" for "Other" on the student's answer document or in the online form for the corresponding test and
- complete the Locally Determined Disciplinary Action (LDAA) form to report any disciplinary action taken against students who participated in the cheating incident.
- Students with a score code "O" will be required to complete 30 hours of Accelerated Instruction as outlined through HB 1416.
- for STAAR EOC, students will be required to participate in the next administration of the assessment.

### **Distractions during Testing**

Any personal devices that may distract other students (e.g. fidget spinner) are prohibited from use during testing, unless such use was previously approved by an appropriate decision-making committee, such as ARD or 504.

## **Student and Parent Agreement for the Responsible Use of the District's Electronic Communications System**

### **Responsible Use of Technology**

To prepare students for an increasingly technological society, the District provides technology for instructional purposes. District computer technology includes computer workstations, Chromebooks, iPads, third party accounts (such as *Google* Education Suite and Apps) applications, databases, library catalogs, online resources, Wifi/Internet access, email, and other technologies designated for use by students. This also includes any access to the Birdville ISD electronics system while on or near school property, in school vehicles, and at school-sponsored activities. Use of the resources is restricted to students working under a teacher's supervision and for approved purposes only. With this educational opportunity comes responsibility. It is important that students and parents read the Birdville ISD *Responsible Use Guidelines for Technology* (see below). Acceptance of the Student Handbook indicates student and parent agreement regarding use of technology resources. Violations of this agreement may result in withdrawal of privileges, school disciplinary action, and civil and/or criminal prosecution. Students and their parents should be aware that e-mail and other electronic communications and, if applicable, text messaging and social media using district provided resources are not private, will be monitored by district staff, and are subject to Open Records requests.

### **Birdville ISD Responsible Use Guidelines for Technology**

The mission of Birdville ISD (BISD) is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments. The district provides ongoing digital citizenship instruction in order for students to use technology to achieve this mission in a safe and secure environment. Information and Communication Technology is an integral part of BISD's curriculum across all subject areas and grade levels. It is implemented in developmentally appropriate ways and aligned to the competencies listed in the district's Portrait of a Graduate which includes seeking opportunities to learn and grow in response to an ever-changing world; communicating effectively through authentic reading, writing, listening, and speaking; solving problems through collaboration, critical thinking, creativity and innovation; demonstrating ethical behaviors, exhibiting integrity, respect and accountability; and exhibiting academic, technological, and workplace competence within a global environment.

I understand that using digital devices (whether personal or school owned) and the BISD network is a privilege, and when I use them according to the Responsible Use Guidelines I will keep that privilege. All members of the Birdville Independent School District's community agree to follow the BISD code of conduct, school rules, and commit to the following responsible use guidelines.

I will:

- Use digital devices, networks and software in school for educational purposes and activities
- Keep my personal information and that of others private including home/mobile phone number, mailing address, and passwords
- Show respect for myself and others when using technology including social media
- Give acknowledgement to others for their ideas and work
- Report inappropriate use of technology immediately

- T** - Think about privacy before posting
- R** – Recognize others’ work and ideas
- U** – Unleash learning with technology
- S** - Stand up to inappropriate use
- T** – Treat myself and others with respect

The Responsible Use Guidelines will be reviewed each school year along with students and teachers and will provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship and ethical use of technology.

**Birdville ISD Elementary Students will:**

- Go Places Safely – Staying safe online is similar to staying safe in the world. Students will choose safe, age-appropriate sites with the guidance of their teachers.
- Stay Safe Online – BISD has filters in place to help steer students clear of inappropriate content; however, students may encounter some inappropriate information. Students will contact their teacher if they encounter a website that could be inappropriate.
- Communicate Safely Online – There are many great ways to collaborate online. Either via discussion boards, posts, comments, chat, email, etc. With that collaboration, comes caution.

**Students will not do any of the following:**

- Post private information (such as full name, address, phone number, etc.) without the permission of a trusted adult;
- Share passwords or usernames;
- Post negative or harassing comments;
- Impersonate another student or use another student's account

**Digital Citizenship** – The internet is a powerful community of connected people. That connection requires levels of responsibilities to one another. Part of being a good digital citizen is using technology in a responsible, appropriate way. Below are some specific areas to address with elementary-age children.

**Email etiquette** – Students may have access to a school email account after receiving basic training on email etiquette. Please know that all email can be viewed by teachers, administrators or parents. Email should be written with thought of the audience and purpose. Abuse or misuse of district email may require disciplinary action.

**Commenting Responsibility** – Students will be able to make comments on age-appropriate websites or collaborative online workspaces. These comments, like anything else on the internet, have a certain amount of digital permanence. Students will display respect and thoughtfulness online by not posting comments that are negative, inappropriate, or personal about others or themselves.

**Digital Footprints** – Information you post on the internet can affect your future. The internet can be a powerful collaborative tool, but any information you post on it is accessible by anyone. If you have a question about posting something, you should always consult with your teacher or parent before posting.

**Digital Ethics** – Students will use the internet and digital tools to produce content for the classroom. Students will not present work of others as their own work (known as plagiarism) There may be times when other students have left their own work on a computer or that students will collaborate on a digital project. Students will not delete or damage other students' work intentionally. Students will ask for permission prior to posting videos or photos of other students and staff. When working on projects or any other work with online resources, students will follow copyright and creative commons laws.

**Cyberbullying** – Cyberbullying is the use of digital technologies or mobile devices to harass, threaten, embarrass or torment another student. This can happen both directly and indirectly. Students will practice “think before you send” and will report any cyberbullying they become aware of to a trusted adult.

### **Examples of Inappropriate Use**

***(Please note this list is not exhaustive and only includes some of the most common examples)***

- Purposefully opening, viewing, using, or deleting files belonging to another system user without permission.
- Downloading or plagiarizing copyrighted information without permission from the copyright holder.
- Gaining unauthorized access to restricted information or network resources.
- Engaging in cyberbullying such as use of any Internet-connected device for the purpose of bullying, harassing, or intimidating another student. This includes, but may not be limited to sending or posting messages, photos, video, and/or fake websites/profiles.

Questions about the responsible use of technology should be directed to campus administration or to the Chief Technology Officer.

### **Termination of System User Account**

The district may deny, revoke, or suspend specific user's access to the district's system with or without cause or notice for lack of use, violation of policy or regulations regarding acceptable network use, or as a result of disciplinary actions against the user.

### **Telephone**

Students will be permitted to use office phones on an "emergency-only" basis, with the permission of an office staff member. In an effort not to interrupt teaching-learning time, only emergency messages will be delivered to students. Lunch money, required homework assignments, transportation plans, etc. should be finalized before leaving home in the morning.

### **Textbooks**

According to state law, each student and his/her parent shall be responsible to the teacher for all books, materials, or electronic communication devices not returned by the student. Any student failing to return all materials shall forfeit his right to free materials until the materials previously issued but not returned are paid for by the parent. Lost materials shall be paid for by parents on the basis of the net contract price to replace them. Students are responsible for the proper care of all books, materials, and electronic communication devices. Replacement/repair costs will be levied against damaged materials.

### **Withdrawal Procedures**

When a student withdraws from school, the parent must notify the office. Please specify the reasons for withdrawal and the final day the student will be in attendance. When possible, at least two days' notice should be given to allow time for the teachers to compute grades and clear all records.

### **Transfers**

According to state law and BISD Board Policy students can transfer from one campus to another based on the chart below. The primary way that students are transferred in BISD is Open Enrollment Student Transfers. All transfers in BISD must be approved by the Executive Director of Student Services, please refer any questions to the Office at Student Services at 817-547-5790.

### **Explanation of Types of Student Transfers**

<b>Type of Student Transfers</b>	<b>Board Policy</b>	<b>Explanation</b>
@ # Open Enrollment	FDB (LEGAL) FDB (LOCAL) DEB (LOCAL)	This process is the primary way that students move from one campus to another. This is an application process and must be completed in April or August. Additional information can be found on the Student Services website.
Overflow Transfer	Administrative Regulations	This process is used in grades PK, K-4 when the grade level numbers exceed 24:1. In these cases the campus will work with a paired campus and the Director of Student Services to determine the appropriate placement. If BISD determines the new campus is more than 2 miles from the home, BISD will provide transportation until the end of the current school year based on parental request.

Type of Student Transfers	Board Policy	Explanation
# Administrative Transfer	FDB (LEGAL) FDB (LOCAL)	This transfer is done when a student has a severe medical or psychological need and is requested by a medical professional such as: psychologist, psychiatrist, or licensed professional counselor who has seen the student for more than 30 days. This request must be made in writing from the medical professional to the Director of Student Services.
# @ Low-Performing Schools  # @ PEG  # @ Schools that do not meet AYP	FDB (LEGAL) FEAA (LEGAL) EHBD (LEGAL)	If a school is low-performing, PEG, or does not meet AYP, the parents will be provided an opportunity to transfer as required in the Texas Education Code. Parents will be notified in writing if their children qualify for one of these transfers with information about how to request a transfer.
# Victims of Bullying  Or	FDB (LEGAL)	A parent or guardian may request that a student be transferred from a classroom or school when the campus administration has documented that a case of bullying has occurred. The request for a change of classroom must be made to the campus principal, and the change of campus should be made to the Director of Student Services.
Those who have engaged in bullying		If the student has engaged in bullying the campus administration will work with the parents to make a decision that is in the best interest of the victim, the person doing the bullying and the campus. The director of student services will serve as the superintendents' designee and assist with this decision if needed.

Forms provided by BISD for parents to complete prior to campus or administrative approval

#Request must be made in writing to campus or student services @ Timelines may limit year-round transfer

<b>Type of Student Transfers</b>	<b>Board Policy</b>	<b>Explanation</b>
Homeless Students	FD (LEGAL) FDC (LOCAL) FDC (LEGAL)	A student who meets the homeless qualifications of the McKinney-Vento Act may attend the campus where they reside or the campus they were enrolled in when becoming homeless. The law provides that homeless students may enroll in any school district. The district will determine the campus the student will attend. A student will not be provided transportation unless it is their school of origin when they became homeless
* Grandparent enrollment	FD (LOCAL)	A student may transfer into BISD if they live outside of the District boundaries and the grandparent resides inside BISD and provides significant childcare after school.
# Sexual Assault Transfer	FDD (LOCAL) FDD (LEGAL)	A student who has been the victim of a sexual assault and attends the same campus as the assailant may request a transfer to another school.
# Persistently Dangerous Schools	FDD (LOCAL) FDD (LEGAL)	If a student attends a persistently dangerous school as defined by TEA they may request a transfer to another campus through the Director of Student Services.
# Transfer of Assailant	FDD (LEGAL)	The parent or guardian of a student who has been the violent or sexual assault may request the transfer of the assailant to a different campus.
# Transfer Special Education Household Member	FDB (LEGAL) FDB(LOCAL)	If a student is receiving special education services at a campus outside his or her attendance zone the parent or guardian may request that another student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus.
# Transfer of Multiple Birth Siblings	HB 314 FDB (LOCAL)	A parent of multiple birth siblings may request that they be placed in the same classroom or in separate classrooms. The request must be granted, unless it would require the district to add an additional class to the grade level of the siblings. At the end of the first grading period following enrollment, the principal may determine appropriate placement if, after consultation with the teachers in each of the siblings' classrooms, the principal determines that the assignment is disruptive to the school. If the parent does not agree with the principal's decision the parent may appeal the decision, in accordance with FNG (LOCAL); however, during the appeal, the students would remain in the classroom(s) requested by the parent.

### **Videotaping of Students**

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

A video remains a safety video and may only be viewed by BISD school personnel or appropriate local emergency personnel. Parents may view the video based on Administrative Regulation FO (LOCAL).

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

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

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

### **Videotaping of Students, Teachers and other School Employees**

The recording of a person's voice or image without consent is strictly prohibited. A student shall not record the voice or image of any person by any electronic method, while on school property, or in attendance at a school-sponsored or school-related event, without the express consent of the person. For purposes of this provision, an "electronic method" of recording the voice or image of a person includes, but is not limited to, the use of a video recording device, audio recording device, or camera. Unauthorized recording of a person shall be addressed under the Student Code of Conduct, and may result in disciplinary consequences including possible restrictions on the student's use of district technology resources.

### **Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures.

Parents and guardians may request a classroom visit with a 24 hour notice and require principal and teacher approval. The visit should be limited to no more than 45 minutes in order to cause the least amount of disruption to the individual classroom. Any classroom disruption will lead to an immediate removal from the classroom.

Non-parents or guardians having business or visiting a school campus during a regular school day must register with the administrator of that campus and state their business or whom they would like to see. The administrator shall have the right to deny visits that might infringe on the operation of the school. Students' friends from other schools will not be allowed on campus during the school day.

State Law requires the district to verify whether the visitor is a registered sex offender, using the Department of Public Safety database. The campus procedures require that visitors show a government-issued form of identification containing the person's photograph. The district is also permitted to store information on visitors for the purpose of district security.

### **Volunteer Program**

The volunteer program is an important source for gaining parental/community involvement in the educational process. Volunteers provide a variety of direct services at the local campus or in district programs, and those serving as direct service volunteers are immune from civil liability to the same extent as a district employee under Education Code §21.912. Interested parents and community members are encouraged to contact the principal to receive information about participating in the Partners in Education (PIE) program. Prospective volunteers must attend a volunteer orientation, which is held on each BISD campus. Prospective school volunteers are required to sign a statement

of consent allowing the district to obtain their criminal history record.

## **Student Wellness and Health Services**

### **Communicable Diseases**

A principal shall exclude from attendance any child having or suspected of having a communicable disease designated by the commissioner of health as cause for exclusion. Any child excluded for reason of communicable disease may be readmitted, as determined by the health authority, by:

1. Submitting a certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-communicability in a school setting;
2. Submitting a permit for readmission issued by a local health authority; or
3. Meeting readmission criteria as established by the commissioner. (25 TAC 97.7(b)–(c))

Examples of communicable diseases are: mumps, measles, scarlet fever, scarlatina, impetigo, ringworm, pinkeye, whooping cough, and chickenpox.

**Keep Your Child at Home When:** Child has a temperature of 100 degrees Fahrenheit or 37.7 degrees Celsius or higher, has diarrhea or vomiting has a rash of unknown origin, has red, runny eyes or wakes up with eyes “glued” shut, child complains of ear pain with or without fever.

**Your Child May Return When:** Fever free for 24 hours without the use of Tylenol or other fever reducer, is free of diarrhea and vomiting for 24 hours, rash is no longer visible, eyes are no longer red, ear is no longer hurting or the child has been cleared by a health care professional to return to public school.

### **Food Allergy Information**

Contact your school nurse if your child has a severe food allergy. On enrollment, the District requests the parent to disclose whether the child has a severe food allergy that, in the judgment of the parent or other person with legal control, should be disclosed to the District to enable the District to take any necessary precautions regarding the child's safety. A BISD “Special Dietary Request Form” should be completed by a physician for a student who has a dietary condition which restricts diet. A “severe food allergy” means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion or skin contact that requires immediate medical attention. (Education Code 25.0022(a); BISD Board Policy FD Legal)

Discuss your child's diagnosed severe food allergy with your school nurse so that an individualized health plan, emergency action plan, food allergy action plan and Section 504 referral can be developed, as appropriate. Training, as necessary, for employees, will be implemented for students at risk for anaphylaxis. (BISD Board Policy FFAF Local)

### **Growth and Development**

Birdville ISD will be presenting Puberty Education in alignment with the Health TEKS to 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students. The video, *Always Changing*, is produced by Proctor & Gamble and is based on national research. The Birdville ISD SHAC (School Health Advisory Council), a parent-led council, has reviewed and recommended this program for our students.

Important lessons included in this program are:

- Talking to parents and trusted adults about feelings and questions during puberty to help them better understand and get the support they need
- Understanding the physical and emotional changes that happen during puberty and that these changes are a normal part of growth and development

- Body changes happen to both girls and boys
- Personal hygiene is each individual's responsibility
- Understanding how girls manage their periods
- Making good decisions and making a positive impact
- How to stay healthy and confident from the changes that occur to their brains, eating well and staying safe

The video may be found at the following link:

<https://birdvilleschoolsnet.finalsite.com/departments/health-services> The videos are found under the SHAC menu item, then by selecting the growth and development videos menu option.

We encourage you to preview the video to determine appropriateness for your child.

A permission form will be sent home at least 14 days prior to the presentation asking parents to give permission for their child to attend the presentation. Your child will not be able to participate without written permission.

### **Head Lice**

When the school nurse confirms the presence of live lice, the District shall exclude the student from school until the student no longer has live louse. The nurse shall provide the student's parent with information regarding appropriate treatment and prevention of head lice transmission. (BISD Board Policy FFAA Local) The parent of each child assigned to the same classroom as the child with lice not later than the fifth school day after the date on which the administrator or nurse, as applicable, determines or becomes aware of the fact will be provided written or electronic notice which includes the CDC's recommendation for treatment and prevention of lice. (Senate Bill 1566, TEC Ch 38; sec. 38.031)

### **Immunizations**

Each child shall be fully immunized according to the Texas Department of State Health Services (TDSHS) immunization schedule. The vaccine requirements apply to all students entering, attending, enrolling in, and/or transferring to the District. (25 TAC 97.61, 97.63)

Texas Administrative Code (TAC) §97.62 covers the conditions under which students can request an exemption from getting immunizations at their school or college. There are three conditions for exemption:

1. If a health care provider determines that it is not safe for them to get a certain vaccine
2. If they are in the United States military
3. If they have a religious or personal belief that goes against getting immunized

The TDSHS immunization requirements and procedures for claiming an exemption from immunization requirements are posted on our District's website and are found here: <https://www.dshs.texas.gov/immunizations/school/exemptions> (Education Code 38.019)

## Medication

All medication should be given outside of school hours, if possible. Only medication which is required to enable a student to stay in school may be given at school. Three times a day medications can be given before school, after school and at bedtime. The initial dose of medication must be administered at home, doctor's office, or hospital. If necessary, medication can be given at school under the following conditions:

1. Prescription and over-the-counter medication must be accompanied by a signed physician's order. The physician must be licensed to practice in the United States of America.
2. All medication (including prescription and over-the-counter) must be:
  - a. Provided by the parent.
  - b. Transported by an adult.
  - c. In its original, properly labeled container.
  - d. Accompanied by a specific written request signed by the parent/legal guardian.
  - e. Placed in a locked cabinet in the nurse's office.
    - (1) Emergency medications will be placed in the nurse's office and will be accessible to staff at all times during the school day.
    - (2) Students whose doctor considers them sufficiently responsible must have a signed request for them to carry an inhaler, insulin or anaphylaxis medication on their person.
      - i. The student must demonstrate to the nurse competent use of the device and or medication.
      - ii. A second inhaler, insulin or anaphylaxis medication should also be kept locked in the nurse's office.
      - iii. If a student allows another person to use the medication, the privilege will be revoked.
  - f. Administered by a school nurse or by a non-health professional designate of the principal and/or school nurse.
3. Sample prescription and alternative medicine must be labeled with the child's name and accompanied by a signed Texas Board Certified physician's order. When ordered, alternative medication must be accompanied by a patient information sheet listing its ingredients, actions and side effects. Herbal substances or dietary supplements provided by the parent/legal guardian will be administered only if required by the individualized education program or Section 504 plan of a student with disabilities.

Emergency medication will be provided, as part of the Emergency Protocol, by the District. Medications on the Emergency Protocol may include the name brand or equivalent of the following: Albuterol 0.083% Solution, Benadryl, Epinephrine and Naloxone.

Over-the-counter medications available from the school nurse may include: Anbesol, Blistex, Calamine Lotion/Gel, Chloraseptic Throat Spray, Cough Drops, 1% Cortisone Cream, Saline Eye Wash, Triple Antibiotic Ointment or Over-the-counter eye drops. Contact your child's school nurse if you object to the use of the topical medications.

Sunscreen may be carried by students while on school property or at a school-related event to avoid overexposure to the sun if the product is approved by the FDA for over-the-counter use. (Education Code 38.021)

## **Meningitis**

### **What is Meningitis?**

Meningitis is an inflammation of the covering of the brain and spinal cord. Viruses, parasites, fungi, and bacteria are the main causes of meningitis. Most people with viral meningitis recover fully and there is usually no need for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious. If diagnosed early and treated promptly, the majority of people make a complete recovery. In a few cases it can be fatal, or a person may be left with a permanent disability.

### **How does Bacterial Meningitis spread?**

Germs are spread when people exchange saliva (such as kissing, sharing drinking containers, utensils, or cigarettes). The people most at risk are college freshmen who live in dormitories. Vaccines are recommended for young children, college freshmen and adults over age 64.

### **What are the symptoms of Meningitis?**

Children (over 1 year old) and adults with meningitis may have

- Severe headache
- High temperature
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion

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. In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin.

### **How to prevent Meningitis?**

Meningococcal conjugate vaccine (MCV4) is the preferred vaccine for people 55 years of age and younger. Two doses of MCV4 are recommended. As many as half the people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given. If these problems occur, they usually last for 1 or 2 days.

### **For More Information:**

- Centers for Disease Control and Prevention – [www.cdc.gov](http://www.cdc.gov)
- Texas Department of State Health Services - [Meningitis Information](#)
- (Education Code 38.0025)

## **Screenings**

All students enrolled in the District shall be screened for vision and hearing problems in prekindergarten; kindergarten; and first, third, and fifth grades before May 31 of each year. (25 TAC 37.23 (d), (f), (h)). Girls age 10 will be screened for scoliosis before the end of the school year. (Texas Health and Safety Code, Chapter 37)

The Texas Risk Assessment for Type 2 Diabetes in Children is a state-mandated program that helps assess children who may be at high risk to develop type 2 diabetes. Children enrolled in first, third and fifth grades are assessed by checking the back of the neck for a skin marker

(discoloration) associated with high insulin levels. Children who are identified with the marker are also assessed for body mass index (BMI) and blood pressure. Risk assessments are issued to the parents of these children, alerting parents of the child's risk factors and encouraging further evaluation from a health professional. (Health and Safety Code 95.002)

A student may be exempt from screening if the parent submits to the District, on or before the date of vision, hearing, scoliosis or Diabetes screening, an affidavit in lieu of the record of screening stating that the vision or hearing screening conflicts with the tenets or practices of a church or religious denomination. (Health and Safety Code 95.003(b))