

Sullivan Environmental Science Academy

Campus Handbook

2025 - 2026



Mission Statement

Sullivan Environmental Science Academy will provide transformational learning experiences that will foster college and career readiness as well as environmental stewardship.

Vision

The vision of SESA is to be the GOLD standard in all areas of primary education while setting the GREEN standard in Environmental Science Education.

Core Values / SESA Pledge

As a Sullivan student, I will show **Compassion** for all living things. I will hold myself **Accountable** for my actions and choices. I will always be **Respectful** and practice **Environmental Stewardship**. I will share my time and talents and be of **Service** to my community and my school.

School Colors

Royal Blue, Neon Green and Silver

School Mascot

Stingray

2025 - 2026 Theme

Ocean

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Welcome to SESA!

The purpose of our handbook is to ensure that everyone knows the protocol for all campus procedures. In addition, this document provides the point of contact for campus level questions and gives you a quick reference point for campus committees.

As you review the handbook, please highlight areas that directly apply to you in your current position. Throughout the year, as you have questions, please refer to your handbook as a source of information. The campus handbook is a living document that will be updated as changes occur.

Together as a SESA team and family, we are rooted to thrive with our shared vision and mission where excellence is the expectation. Our core values are at the forefront of how we set rigorous goals for ourselves and our students and continue to develop their growth mindset. We look forward to seeing you build strong relationships with each other, and your students, make learning purposeful, engaging, and setting high standards for your classroom. As a unified team, we will continue to thrive and make SESA the place to be!

10 Things You Should Know about being a SESA Family Member

1. We treat students with respect. We build relationships with students. We discuss behavior with students privately and in a respectful manner.
2. We are respectful to parents and value their partnership. We provide proactive, not reactive, parent communication with the expectation of building positive relationships with all parents.
3. We are nice to each other. We are more than a team; we are a family! We collaborate and support one another because we believe they are all “OUR” students.
4. We maintain high expectations for our students and for ourselves. We give 100% every day and expect the same from our students. We support them, encourage them, and we are purposeful in our instructional decisions.
5. We are open to change, growth, and strive for continual improvement.
6. We plan collaboratively and seek the BEST ideas.
7. Lessons, assignments and learning stations are rigorous, relevant and engaging without exception.
8. Lesson plans should be a tool for guiding instruction, thorough, well planned, and connected to the TEKS at all times.
9. Our school-wide expectations, developed through PBIS and CORE VALUES, should be taught, modeled and followed by all. The use of common language helps our students experience success behaviorally AND academically. We are overwhelmingly positive, and work to catch our students being good.
10. We care about our school community, actively participate in school functions and teach students to give back to others in need through our service projects.

BEST INTEREST

Decisions made by the Campus Administrators/Site Team may not always be favorable. Remember that all decisions are made in the best interest of the students.

INSTRUCTIONAL TIME

Classes will start at 7:45 and end at 3:15.

Starting time for all professional personnel is 7:30 (unless otherwise instructed). All auxiliary staff must sign in daily with the biometric system using a card for scanning, and professional staff will sign in using the raptor system.

Dismissal time for professional staff is 3:45. All hourly staff will work an 8-hour day.

PROFESSIONALISM

- Our official workday for professionals is 7:30 - 3:45 pm.
- Staff may leave campus during lunch as long as they return on time to the cafeteria to receive students.
- It is expected that teachers will be on time when dropping students off at lunch and other specials, and leave only when assigned staff is ready to monitor students.
- ALL parent communication must be proofread & initialed by Dr. Clayborn before being sent home. A copy must be given to the office. Title I requires that the non-discrimination statement must be on all documents being sent home.
- Positive communication is expected among colleagues. At SESA, we maintain a culture in which teachers and staff support and build one another up at all times.
- No Employee should leave school premises during the instructional day unless otherwise approved by ADMIN. Once approved, sign in or out via Raptor Scanner in the front office.

OPENING EXERCISES

Each school day begins promptly at 7:45 a.m. with the morning announcements. Texas Education Code 25.082 requires recitation of pledges to the United States and Texas flags followed by one moment of silence each day. During this minute, students may reflect, pray, meditate or engage in any other silent activity that is not likely to interfere with or distract other students. Teachers or other employees who are in charge of students during the minute of silence MUST ensure that each student remains silent and does not act in a "manner that is likely to interfere with or distract another student." School districts may excuse a student from the pledge of allegiance (but not from observing the moment of silence) if the student's parents or guardian provides a written request.

All teachers and staff are expected to model appropriate active listening during the morning announcements and set expectations for students to participate and be attentive at this time.

TIME CLOCK

All paraprofessionals have designated clock-in / clock-out times. Please ensure that you do not miss your specified time. In the rare event of a missed punch, a time clock adjustment will need to be made through the Timecard/Attendance tab on FRONTLINE. We encourage ALL auxiliary staff to check their timesheet daily to ensure the time does not go over your weekly schedule allotment. You are required to log into FRONTLINE by 2:00 pm every Thursday to check your time and ensure it does not go over your weekly time. Please see Ms. Munoz for approval if adjustments need to be made on Friday. Should "over" scheduled time be recorded on a regular basis a write up will follow.

All comp time must be approved in advance by Dr. Clayborn as will any variations to your daily hourly schedule (making up time).

Any accrued comp time must be used within the same week. Please plan accordingly.

Clocking IN: Hourly employees are not allowed to be at their duty stations or in the classrooms until they have clocked in. Clocking in must be done accurately at all times. Do not clock in early just because you arrived early.

Clocking OUT: Once hourly staff have clocked out, you may NOT return to the classroom or duty stations for work purposes.

ABSENCES

General Information: Please be aware that there is a correlation between student attendance and academic performance. Therefore, it is important for the adults in the building to model the importance of regular attendance. *Also, please be cognizant that there are certain times when obtaining a guest teacher is particularly difficult – especially Mondays and Fridays and or the months of December and May.*

If you know you will be absent in advance, inform Dr. Clayborn and submit your request for approval through FRONTLINE or SKYWARD. For extreme emergencies, input the information of your absence in Frontline as soon as possible before 6:30 a.m. in order to find a guest teacher for your class. If you must call on the day of your absence, call between 6:00 am and 6:30am. Contact Dr. Clayborn at (956) 648-7511 and Paraprofessionals inform Mrs. Balderas at (956) 346 - 8490. The approval of an absence is discretionary, and does require prior approval.

T-TESS
Professional Practices and Responsibilities Dimension 4.1
Professional Demeanor and Ethics
The teacher meets district expectations for attendance, professional appearance, decorum,
procedural, ethical, legal and statutory responsibilities.

The following guidelines will be used for handling excessive absences or tardiness. In determining whether an employee has been absent or tardy an excessive number of times, the following definitions will apply:

Excessive Tardiness: Any three (3) occurrences of tardiness within a thirty (30) day period will be considered excessive and will result in disciplinary action.

Excessive Absenteeism: Excessive absenteeism and turnover are expensive, disruptive, and an unfair burden upon other employees. Any two (2) separate absences in a thirty (30) day period will be considered excessive. The supervisor shall review reasons for absences. The supervisor may issue a written notice outlining concerns and/or a conference may be requested.

If you are scheduled for morning duty, please plan to have the area covered, either by contacting a colleague or an administrator.

We are expecting our students to attend school regularly and we should model as such.

PERSONAL/ LOCAL LEAVE

You should familiarize yourself with Personal Leave Policy. A copy of the Board Policy is online under HR department under 2025-2026 Employee Handbook.

https://www.sbcisd.net/apps/pages/index.jsp?uREC_ID=889156&type=d&pREC_ID=1251182

EMPLOYEE CONDUCT AND WELFARE

All employees are expected to work together in a cooperative manner to serve the best interest of our students.

Familiarize yourself with the Texas Educators Code of Ethics located in the 2025-2026 SBCISD Employee Handbook.

https://www.sbcisd.net/apps/pages/index.jsp?uREC_ID=889156&type=d&pREC_ID=1251182

GUEST TEACHER FOLDER

All teachers are responsible for maintaining a *guest teacher folder/binder*. Being prepared for your absence and ensuring that our students have all materials and lessons readily available for the temporary teacher complies with T-TESS Dimension 1.3 Planning and Dimension 4.1 Professional Practices and Responsibilities.

<p style="text-align: center;">T-TESS Planning Dimension 1.3 Knowledge of Scholars Through knowledge of scholars and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement of all scholars.</p> <p style="text-align: center;">T-TESS Professional Practices and Responsibilities Dimension 4.1 Professional Demeanor and Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p>

Compile a guest teacher folder clearly labeled in your classroom, if you realize you will be absent the next day. Be sure your sub buddy (neighbor teacher) knows where it is located.

Guest Teacher Folder Contents		
<ul style="list-style-type: none">• Teacher Buddy Name• Lesson plans• Daily schedule• Special area schedule• Lunch schedule• Lunch procedures• Attendance card• Morning routines	<ul style="list-style-type: none">• Map of school with evacuation route clearly labeled• Safety drill procedures• Copy of classroom discipline plan• Name tags for each student• Seating chart• Names of dependable students• Names of students requiring extra attention	<ul style="list-style-type: none">• Assembly procedures• Dismissal procedures• Specific information that you want to receive from the temporary teacher• Names and times for students needing medication to go to the nurse• School telephone roster

TEACHER RESPONSIBILITIES FOR GUEST TEACHER

Keep your temporary teacher lesson plans clearly labeled and easily accessible. Remember to be very specific and detailed. Make sure to write as though you are leaving notes for someone who has never been a guest teacher before. This helps clear up confusions and allows your students to have a seamless instructional day. It is the teacher's responsibility to leave excellent, easy-to-follow, meaningful lesson plans each time an absence occurs. Busy work and drill worksheet are not acceptable. Lesson plan activities should be aligned with grade level TEKS. Replace lesson plans immediately upon your return.

TEACHER ACCOUNTABILITY

As has been the practice in the past years, all classroom personnel are accountable for ALL students' progress/ achievement (STAAR, A.R., Formative Assessments, Istation, AMPLIFY, CLI, Fluency, Benchmark assessments). All teachers are required to set and post student achievement goals in the class and track student progress.

T-TESS

Dimension 1.2 Planning (Data and Assessment)

The teacher uses formal and informal methods to measure scholar progress, then manages and analyzes scholar data to inform instruction.

Dimension 2.5 Instruction (Monitor and Adjust)

The teacher formally and informally collects, analyzes and uses scholar progress data and makes needed lesson adjustments.

STAFF PARTICIPATION

Among the many duties and responsibilities of the teacher at SESA, the following is of utmost importance in evaluating your performance within our entire school program: PTO participation (professional staff) is required to be present at every PTO meeting, Open House (fall and spring), Homecoming and Christmas Parades (especially if you have students participating), and Community Outreach activities. Participation is not limited to these activities, as many activities come up throughout the year. If SESA students (whether you service them or not) are participating, we must show our support.

T-TESS

Professional Practices and Responsibilities Dimension 4.4 School Community Involvement

The teacher demonstrates leadership with scholars, colleagues, and community members in the school, district and community through effective communication and outreach.

PROFESSIONAL ORGANIZATION MEMBERSHIP

It is recommended that you join a professional organization, there are several; contact your campus representatives for information.

TEACHER ASSISTANTS

All teacher assistants must be treated with respect. All teacher assistants have been assigned duties and responsibilities that will assist our students in receiving a quality education. Teachers and teacher assistants must work together to provide proper instruction to all students. If there are concerns about the performance of the teacher assistant, please see Dr. Clayborn or Mrs. Balderas immediately.

Teacher assistants' primary role is to support direct instruction. At times, we will request support for flexible groups, enrichment, intervention, coverage, pullouts, etc. The teacher of record is responsible for classroom instruction and should plan accordingly. Do not send paraprofessionals to make copies, set up bulletins, or other non-instructional activity during the instructional day as these interrupt learning and the flow of the lesson.

T-TESS

Professional Practices and Responsibilities Dimension 4.1 Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

DUTY

All personnel are asked to make necessary allowances to be at their duty stations as assigned. Students do have the right to talk to the teachers and ask for help whenever necessary, and your presence will greatly improve student discipline. Morning duty will consist of classroom teachers and teacher assistants daily. All personnel are responsible for their assigned duties. Should you plan on being absent, make all necessary arrangements for someone to replace you on that day and clear arrangements with an administrator or office staff. *Remember, you are responsible (liable) for your assigned area.*

Teachers are responsible to be in their classrooms by 7:30 a.m. and reinforce areas of need with engaging bell work activities. All students MUST be supervised at all times, do not leave your classroom unattended.

MORNING DUTY/BREAKFAST

Teacher assistants shall be assigned duty and are expected to be prompt to their location. Please refer to the schedule for time and assigned location. Breakfast serving time will begin at 7:10 am. It is the teacher's responsibility to be in the classroom by 7:30 a.m. to monitor the students in grades 3 - 5, and it is the teacher's responsibility to be in the cafeteria to pick up their students in the cafeteria for grades PK- 2nd.

LUNCH DUTY

Staff will be assigned to supervise lunch duty. Please make necessary arrangements for someone to cover your duty if you know you are going to be absent. Remember, you are responsible for your assigned area. Everyone should be vigilant and notify the office immediately if assigned coverage is not noticed.

DAILY SCHEDULES - TEACHERS

Daily schedules are used by office staff to locate teachers or students in cases of emergency and by administrators to schedule walkthroughs.

- Grade-level teams are to follow a consistent daily schedule.
- When developing your daily schedule, please refer to the master schedule, lunch schedule, and P.E. schedule.
- Daily schedules are to be visibly posted at the classroom entrance and updated as needed.
- When decisions are made that will not reflect your posted schedule, please contact office of your whereabouts.
- Daily schedules should not be changed unless administration has been notified and administration has approved. Changing a schedule may affect special education teachers, interventionist and other predetermined schedules.

STUDENT RELEASE

No child is allowed to leave campus without prior approval from the administration office. An excuse slip must be presented to the classroom teacher if the parent wishes to remove the child from the classroom. students will not be released after 2:30 p.m., please make sure to communicate this to parents so they plan accordingly. Should emergency situations arise, alert the front office to contact parents, the teacher will not DOJO a parent to pick up their child unless directed to do so by an administrator.

STUDENT SUPERVISION

It is the teacher's responsibility to supervise students at all times – in the classroom, library, hallway, computer lab, cafeteria, recess, at dismissal, etc. Ensure that students arrive on time to special area classes and pick them up on time. Do not leave your students unsupervised while you copy papers, go to the restroom, go to the faculty lounge, talk on the telephone, talk to someone in the hallway, etc. Every student is responsible to some staff member every single minute of every single day. *There is no justification for leaving students unsupervised.*

<p style="text-align: center;">T-TESS Learning Environment 3.1 Classroom Environment, Routines and Procedures The teacher organizes a safe, accessible and efficient classroom.</p>
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DISCIPLINE REFERRALS

All discipline referrals must be taken seriously; therefore, make certain that the infraction is of a serious nature. Teachers are responsible for monitoring students' seatwork closely. Students engaged in active learning are less likely to become discipline issues than those that are sitting idly. Please assist students when they experience difficulty and clarify misunderstandings immediately. Student frustration can also lead to problems with discipline. All referrals will be submitted via SKYWARD. Refer to training material and PBIS infraction levels when deciding if the student discipline merits a referral. Remember, classroom discipline is a direct reflection of your classroom management, level of engagement and the teacher/student relationship. If a student has continuous behavior issues, a behavior plan needs to be implemented.

The POWER Zone will be a practice at SESA. "It is better to teach on your feet and not on your seat".

RECESS

Playground safety expectations should be taught on the first day of school and reinforced throughout the year. Active monitoring of students is expected. Staff members should be walking around or be posted in different areas of the playground so that all students are clearly within view. No cell phone use by teachers or staff is allowed during recess, nor are teachers allowed to congregate in one area.

(Active monitoring is not seated on benches or clustered in one area.)

CLASSROOM SECURITY & MAINTENANCE RESPONSIBILITY

Teachers are responsible for ensuring that classroom doors are closed and remain in the locked position. Classroom doors must be locked and closed even when students are not in the classroom such as when teachers go to lunch and conference. Doors that are allowed to be open, but in locked position are Principal's office, Library, Office, teacher workroom, and the Conference room. Report anyone suspicious found around the campus without a district badge or visitors pass and immediately escort them to the office.

Please remember that personal items are not covered by district insurance.

DRESS CODE

Our staff is asked to always dress in a professional manner. Professionally dressed employees will greatly increase students and parents' respect and assist with student discipline. The following are not allowed: Bare Shoulders, Leggings / Jeggings, Walking Shorts, Sandals, Flip-flops, short dresses/skirts or revealing clothes.

Shirts/blouses that are too long to be tucked in must not be longer than the bottom seam of the back pockets. Clothing that is too tight, form fitting, or revealing should not be worn to school.

School Spirit Day - We will show our school spirit and support the Greyhounds by wearing school logo/club shirt, district spirit shirt (purple and gold) on Friday. College or military shirts may be worn on Thursdays with jeans by students and staff.

INVENTORY CONTROL

Classroom furniture and textbooks *may not* be interchanged with other staff members. You are accountable for what is in your classroom; therefore, it is your responsibility to keep charge of what is inventoried to you. All technology issued to staff is scanned and entered into our inventory control system managed by Miss Robinson.

CARING FOR ROOM INTERIORS AND EQUIPMENT

The United States Flag should be placed in the flag holder and displayed at all times. All classrooms must be kept clean and free of clutter. Throw away old unused items that keep rooms smelling stuffy. To avoid musty odors, make it a point to wipe/clean desks/chairs. All books and studently articles should be stored in desks at the end of the day and all waste paper picked up from the floor. Direct the children to pick up after themselves before they are dismissed at the end of the day. Please ensure chairs are stacked at the end of day.

TEXTBOOKS

Keep an accurate count of the number of books assigned to you. You are accountable for every textbook assigned to you. Please inform the office, if children are withdrawing and they have not turned in all textbooks and/or library books. *All textbooks must be checked out through Mrs. Balderas.* When students are withdrawing, inform the office, Mrs. D. Garcia or Ms. Munoz if students have books that have not been returned.

COLLECTION OF MONEY IN SCHOOL/GIFTING students

No collection of money, for any purpose, may be made in the school without the approval of the principal. All monies must be turned in to the office at the end of the day. No money is to be left in the classroom. No money may be given to students as an incentive or reward. If you will be collecting money for classroom t-shirts, a receipt must be issued to all students, and all monies collected must be deposited into the student activity account, so if this is something you may be doing, please plan accordingly.

PARENT VOLUNTEERS

Parent Volunteers will follow the FACE Department rules and regulations set forth.

PROFESSIONAL GROWTH

We should all strive to grow professionally. We are here, not to criticize, but to help in improving student performance and continuing to be the school that strives for excellence. When offered helpful advice, it is best to learn and grow from it, rather than to perceive it in a negative manner. If administration deems necessary, teachers may be placed on an individual growth plan to ensure the academic success of all students, and that SESA continues to grow.

GOSSIP

Rumors/speculations are malignant and will not be tolerated. We must maintain a high level of productivity and commitment to the school's faculty and staff. Gossiping is not a positive way to build relationships, instead it spreads and ultimately weakens the organization's overall health, threatens your job security, and professional happiness.

We ask that any and all information about SESA, its students, teachers, and staff be kept confidential. Do not advertise changes in students or personnel or any of the "goings-on" of this campus, (unless it is all positive) either at home or within your community. If the educational improvement of our students and school climate is to be effective, we must work as a team...and work with one another. Time is too precious. Rumors/speculations will not be tolerated.

CUMULATIVE FOLDERS

As you know, these are a child's permanent record and follow them from school to school within our district. All cumulative folders shall be kept in the office at all times. Familiarize yourself with each child's cumulative folder. Know the programs your students are participating in (Bilingual, Migrant, Special Ed., 504, Dyslexia, G/T, etc.) and if there is any pertinent information (Medical Concerns / Conservatorship). Teachers will be responsible for completing their At Risk folders prior to snapshot date (Gold Folders inside cumulative folders).

A student's cumulative folder (permanent record) of a school year should be prepared carefully and professionally by front office staff. All entries must be in BLACK INK; absolutely no red ink or correction fluid. • Errors must be crossed out with a slash (/) and initialed. Teachers will place cumulative report stickers at the end of the academic year. The teacher of record will sign to confirm the students promotion/retention status.

In District Transfers: If a student transfers from one San Benito elementary campus to another during the school year, grades and attendance from both schools shall be averaged to determine final yearly averages for the permanent report card. You must physically transfer in grades as soon as you receive your new student. Mrs. D. Garcia is available to assist in this area.

Out of District Transfers: If a student transfers from another school in the state of Texas, grades from both districts shall be averaged to determine final yearly averages for the permanent report card. Grades will be entered into Skyward.

Out of State Transfers: If a student transfers from an out of state campus, the principal will use reasonable standards to make grading/promotion decisions. Students must be in attendance in San Benito CISD for a minimum of 50% of the nine weeks grading period in order to be awarded credit.

SPECIAL EDUCATION

Students receiving Special Education support will follow the SBCISD grading/retention procedures. Any necessary deviations will be determined by the ARDC and will be documented in the student's Individual Education Plan (IEP). The student's Individual Education Plan may include accommodations/modifications that enable the student to successfully meet the district's grading/grading procedures. All students in Special Education will receive a standardized district report card. Grades must be entered into the Online Grading System (Skyward). Numerical grades will be used for all students that are enrolled in grades K – 12th. Instructional accommodations/modifications for students in Special Education must be followed as determined by an ARDC. If a student's grade is derived without following the required accommodations/modifications outlined in his/her IEP, the grade is invalid and a new grade must be determined after accommodations/modifications are in place. Implementation of accommodations/modifications is the responsibility of the General Education teacher and/or the Special Education teacher.

Campus administrators and Special Education administrators shall monitor the implementation of the accommodations/ modifications. In addition to the district report cards, students in the Special Education program must receive an IEP progress report every grading period reporting on academics, behavior and/or instructional/ related services as determined by the student's goals and objectives. All students, regardless of their instructional placement, must have a schedule in Skyward

that is aligned to the schedule in general education. The Skyward schedule must match the Schedule of Services in the student's IEP.

It is the expectation that all students will be taught on grade level TEKS regardless of their instructional setting. Students who are significantly lower than their grade levels should be taught at their functional grade level and build upon progress from that level. The ARD Committee determines, on an individual basis, the need of instructional accommodations /modifications. The accommodations/modifications apply to daily work assignments, homework, tests and grading techniques, not the calculation of the final grade. If a child is receiving special education services and is not earning passing grades, the failure should be addressed and documented by special education/general education teacher(s). If a student fails a course in a grading period, an Admission, Review and Dismissal (ARD) Committee must convene to consider the reason(s) for failure and possible IEP modifications. Lesson Plans should reflect accommodations/modifications as implemented for students with an Individualized Education Plan (IEP). Documentation in lesson plans should be in accordance with FERPA requirements.

DYSLEXIA/504

The Section 504 Committee determines, on an individual basis, the need for instructional accommodations. Section 504/Dyslexia guidelines for accommodations will be followed. Monitoring of these guidelines is the responsibility of the regular education teacher, dyslexia teacher (if applicable), campus administrators, and Campus Section 504 Coordinator. If a student's grade is derived without following the required accommodations outlined in his/her Individual Accommodation Plan (IAP), the grade is invalid and a new grade must be determined after accommodations are implemented. Students in Section 504 will follow the SBCISD grading/retention procedures. Any necessary accommodations will be determined by the Section 504 committee and will be documented in the Individual Accommodation Plan (IAP). All students in Section 504 will receive a standardized district report card.

CREDENTIALS

Should your credentials not be in order at the personnel office, please be advised that your paychecks will be withheld. Should you need to update your file, please do so ASAP. Records and information requested of teachers by central office and/or other agencies must be completed and returned as soon as possible. This action is required to ensure that information requested is provided on a timely basis. An example of this type of information might be the "Annual Performance Report" requested by year's end.

PROFESSIONAL BULLETIN BOARD

There is a bulletin board in the lounge and workroom, please take some time to read the information posted on it. News from TEA, SBOE, Local School Board information, and other information important to school employees will be found here.

CLASSROOM BULLETIN BOARDS

Bulletin boards must be core subject oriented. *Display student work at all times.* Make certain a caption is included. Do not display students' work that shows grades. Bulletin boards should be changed in a timely manner to reflect classroom instruction/seasonal activities and should display student published writing pieces.

T-TESS Instruction

Dimension 2.1 Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Remember that bulletin boards are a great way to advertise your class. What does your advertisement say about you and your students?

REPORT CARDS

Comments on report cards should be added for progress reports and report cards. Ensure comments are noted before printed for distribution. Comments should be positive and supportive. Specific concerns should be dealt with by means of conferences. San Benito CISD is pleased to offer Skyward Family Access to our families. Skyward Family Access provides parents and guardians secure access to our student information system to view and monitor their child's schedule, daily attendance, grades, and assignments. Parents may access current student data, including grades, by visiting the parent portal. Exclusive login/password information shall be obtained in the school office. Classroom teachers are responsible for updating grades on a weekly basis.

Pre-Kindergarten Achievement or progress shall be reported for pre-kindergarten as: E - Excellent (a student who is exceeding expected development) S - Satisfactory (a student who is developing at expected level) N - Needs Improvement (a student who is experiencing difficulty) 3 Kindergarten - 5th Grade Defining progress as movement toward mastery of the TEKS as required by the laws of the State of Texas, the following grading scale applies: 90-100 Excellent Progress 80-89 Good Progress 75-79 Meets Expectations 70-74 Needs Improvement 0-69 Unsatisfactory

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into units or final exams or may be administered separately. Mastery of at least 70% of the objectives shall be required. (EIE LOCAL) E, S, N, and U will be used for Handwriting, Health, Fine Arts, Physical Education, Conduct, and Technology. If a numerical basis is needed to arrive at these grades, the following values will be used: E 90-100 Excellent Progress S 80-89 Satisfactory N 70-79 Needs Improvement U < - 70 Unsatisfactory

GUIDELINES FOR GRADING (AS PER SBCISD GRADING POLICY)

Grades should reflect the student's academic achievement and acquisition of grade level TEKS. A. Teachers are to maintain student's grades and progress on the district's electronic grade book (Skyward). B. Teacher grade books are auditable documents and are to be maintained digitally by network services. C. Final grades for the school year are to be maintained in the student's cumulative record. D. Diagnostic Instruments are not to be taken for a grade. E. Grades are to be updated (posted and published) on a weekly basis. F. Each teacher's grade book should contain a minimum of two (2) numerical grades per week in Reading and Language Arts (RLA combined four (4) grades), Mathematics, Science and Social Studies. There should be at least 18 grades per nine-week period. G. At least one (1) letter grade per week for Handwriting, Fine Arts, Health, Physical Education, and Technology. H. All students shall be given an opportunity to be retested after reteaching if he/she received a grade below 70 in any assessment or major class assignments. In this case, the highest grade a student can earn will be a 70.

GUIDELINES FOR PROGRESS REPORTS AND REPORT CARDS (AS PER SBCISD GRADING POLICY)

Progress Reports will be sent every three (3) weeks of the nine-week grading period to give written notice to a parent of a student's performance. The Progress Report will include a time that teachers are available for a parent/teacher conference. (EIA LEGAL) Report Cards will be sent out every nine (9) weeks. Comments on report cards should be positive and supportive. Specific concerns should be dealt with by means of conferences. 4 The campus administrator must retain a record verifying the parent's acknowledgment of the required Progress Report and/or Report Card. (EIA LEGAL) All Progress Reports and Report Cards for each grade level must be submitted for campus administrator review prior to the day report cards are sent home. All campuses will offer electronic Progress Reports and Report Cards in grades Pre-K to 5th

MAKEUP WORK AND LATE PROJECTS

Students shall be expected to make up assignments, projects, and tests after absences. Students shall receive a failing grade for any assignment, project, or test not made up within an allotted time. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. A reasonable amount of time for completion of an assignment will be established by the teacher.

ACADEMIC DISHONESTY

Students found to have engaged in academic dishonesty shall have a failing grade recorded for assignments or tests with no opportunity for retesting and shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. (EIA LOCAL)

RE-TEACHING

Re-teaching will occur in any area where a student has not demonstrated mastery. Re-teaching will be required only for students not mastering concepts specifically identified in the TEKS, assessments, or major class assignments. Planning for re-teaching shall be documented in the teacher's lesson plans, as appropriate. When re-teaching must occur, it must be accomplished with a different instructional strategy from the original presentation, such as: • peer tutoring, • tutoring, and/or • structured group activities • other assignments as assigned by the teacher. Students will be provided a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. (EIA LOCAL). When documenting, be reminded of local policy.

ENRICHMENT

Enrichment activities should be designed to extend skills in logical thinking, strategic reasoning, estimation, mental arithmetic, and problem solving. Enrichment activities should not be additional work (busy work) or harder problems that expand upon the ideas presented in the traditional curriculum. Enrichment activities can be provided using learning centers, grouping within the classroom, whole class projects, and individualized programs. Other examples appropriate for enrichment activities include independent research projects, games that require the use of strategies or higher-level thinking skills, and logic problems that require students to recognize patterns and apply sequencing skills.

PARENT-TEACHER COMMUNICATION

Adequate explanations concerning the philosophy and purpose of report cards will be made.

At the end of the first three weeks of a grading period, a progress report must be sent home for every student. Progress reports are intended to inform parents about their child's academic status. Parent-teacher conferences are strongly encouraged as a means of discussing and reviewing students' strengths and weaknesses.

Face to face conferences are required for persistent academic/and or behavior concerns. These conferences must be documented. Keep a log of all parent communication. It is recommended you use a Google Form to keep all parent documentation, and simply submit your excel document at the end of the year.

Report cards containing student grades in each subject must be provided to parents/guardians following each nine-weeks reporting period. The report cards must provide for the signature of the

parent/guardian and be returned to the school. If the report card with the parental signature is not returned to the school within five (5) school days, the district/school shall make a good faith effort to ensure that the parent/guardian is informed of the student's progress.

ATTENDANCE

Good attendance cannot be overly stressed. Change Agents are expected to work on good attendance at all times. When a student is absent, counsel with him/her about the importance of good attendance. Do not wait until absences occur to work on this problem, but begin encouraging regular attendance on the first day of school. If the reason for a student's absence is unknown (or unexcused), please contact the parent as soon as possible. ANYTIME a note/excuse is received regarding an absence, please send to the office immediately. This helps ensure that absences are excused in a timely manner as it affects our ADA. Notify the principal if a student's attendance, including tardies, becomes a concern. More than 3 absences or tardies within a month is a concern. Attendance is directly related to state funding. Accuracy is critical. If you have any questions regarding attendance or attendance reporting, see Mrs. Diaz.

GUIDELINES FOR ATTENDANCE (AS PER SBCISD GRADING POLICY)

A student in any grade level from Pre-Kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. (FEC LEGAL) A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade if the student completes a plan approved by the school's principal. (FED LEGAL) If a student petitions for credit, the campus Attendance Review Committee (ARC) shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. (FEC LOCAL)

REPORTING ATTENDANCE

You will take attendance for the students in your classroom daily. The PEIMS clerk makes adjustments throughout the day as notes/calls come in. Notify the office if a student is absent two days in a row or has three or more absences in a month.

- If you have a sub, a hard copy of the class roster is provided by the front office. The sub marks any absences, signs and dates the roster, and returns it to the office.
- If your class will be off campus at attendance time, paper attendance will be taken.
- If a student is accidentally marked Present or Absent, Attendance Correction Form will need to be submitted. Form will be submitted to the PEIMS Clerk to adjust on Skyward System.

EMERGENT BILINGUALS

In assessing English language learners (ELLs) for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways: (EIE LOCAL) 12 • assessment in the primary language • assessment using ESL methodologies • English Language Proficiency Standards (ELPS) required by 19 TAC, Chapter 74, Subchapter A, §74.4 • assessment with multiple varied instruments (See EHBE LEGAL) • TELPAS (Texas English Language Proficiency Assessment System)

MIGRANT PROGRAM

students who have migrated within the past three consecutive years are considered a migrant. Families usually enroll students late in the year and withdraw students early. Migrant students are closely monitored and reinforced assistance is provided through tutoring, counseling and other specific modifications that reinforce the academic program.

GIFTED AND TALENTED PROGRAM

Services will be documented in lesson plans. In addition, students will receive enrichment services provided by the homeroom teacher as well as GT Support Staff (to be determined) .

§ 29.121. DEFINITION: In this subchapter, the state of Texas defines “gifted and talented student” by the following: “gifted and talented student” means a child or youth who performs at, or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) Exhibits high-performance capability in an intellectual, creative, or artistic area; 2) Possesses an unusual capacity for leadership; or 3) Excels in a specific academic field. (Texas Education Code as passed by the 74th Legislature of the State of Texas. Effective September 1, 1995.)

COUNSELING

Counselor will counsel students, toward social and emotional growth: conduct structured, goal-oriented counseling sessions in systematic response to identified needs of all students, small group or individual. Topics may include academic failure, family issues, child abuse, attendance/behavior problems, suicide (SuperPac), bullying (HB 1942) or other peer problems. Serves as a student advocate and avoids the role of disciplinarian.

RESPONSE TO INTERVENTION (RTI)

RtI may be described as a model addressing the needs of all students through a continuum of services which provide:

- (1) high-quality instruction and scientific, researched-based, tiered intervention strategies aligned with individual student need;
- (2) frequent monitoring of student progress to make results-based academic or behavioral decisions;
- (3) data-based school improvement; and
- (4) the application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).

The activities described above typically occur in the general education setting as schools assist struggling students. Local Education Agency (LEA) staff coordinate and collaborate in developing a process implementing this framework. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Teachers will be responsible for collaborating with RtI Teacher for entering data into Frontline Special Education and Intervention.

TUTORIALS

After school tutorials will be provided to students needing academic assistance. Tutorials will be scheduled once the 2025-2026 school budget is approved. Tutorials will be provided for students that have a definite educational need. The number of students that need tutorials will determine the number of teachers needed.

GUIDELINES FOR TUTORIALS (AS PER SBCISD GRADING POLICY)

A student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 is required to attend tutorials (before school, after school, or Saturday school). [See EC for provisions on loss of class time.] Transportation services may be provided to accommodate students who are required to attend tutorials and who are eligible for regular transportation. Education Code 29.084 (EHBC LEGAL) 5 Students at all grade levels who have been identified as being At-Risk of dropping out of school, who are not performing at grade level, or who did not

perform satisfactorily on a state-mandated assessment, shall be provided accelerated and/or compensatory educational services based on needs assessment. The principal shall ensure that each identified student is receiving services. (EHBC LOCAL)

LESSON PLANS

Lesson Plans must be kept updated and submitted every **Thursday** following the schedule given . You must plan as a team to ensure that your lessons are explicit, targeting grade level TEKs with specificity and following the district Year at a Glance. Lead4ward strategies should be aligned to your activities.

All lesson plans will be submitted as a team. Please be advised, that if lesson plans are submitted late you will be required to submit individual lesson plans for the year. In addition, your lesson plans should not regurgitate word for word from your teacher editions and should not reflect plans you submitted in previous years. Apply strategies, best practices and professional development initiatives for the students you have today.

T-TESS
Planning
Dimension 1.1 – 1.4
Standards and Alignment, Data and Assessment, Knowledge of Students, Activities
The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

FACULTY MEETINGS

Meetings will be held Thursdays at 3:45 pm as needed. Faculty meetings will be instructional oriented and informational to ensure completion of the school's mission. Staff meetings will not run longer than 5:00 p.m. unless it has been combined with campus staff development. Staff will be requested to present instructional practices during faculty meetings as a campus initiative. The purpose is to share ideas, techniques, strategies, technology that have proven successful in the classroom. Schedule accordingly.

T-TESS
Professional Development
Dimension 4.2 & 4.3
The teacher reflects on his/her practice. The teacher enhances the professional community.

PLC TEAM MEETINGS

PLC Weekly Grade Level Team planning is required once a week, unless specified otherwise. Team planning minutes are maintained by the grade level chair and a copy must be submitted to the administration. Vertical Team planning, after school, once every quarter, will be conducted by the Leadership Team. Data Analysis meetings will continue every third week of each month during conference time.

SULLIVAN WEEKLY

Make certain you read bulletins (pertinent information is provided), listen to announcements, check e-mail and read messages on sign-in forms daily.

MAILBOX

You will be responsible for checking your mailbox before school, after school, and during your conference period when on campus. It is also good practice to check your mailbox during lunch. If you choose to check your box during lunch, you must do it within your 30-minute lunch period.

CELL PHONES

Any incoming telephone calls that you arrange for or expect to receive should be scheduled during your conference period. Any phone messages received at times other than your conference period will be placed in your mailbox. The only exception to this policy is EMERGENCY messages. Should you receive an emergency message, you will be notified. Your conference period is for planning, (instruction, teaming) grading, conferencing, etc. Excessive personal phone calls during conference period hinder the school's mission.

Cell phones are NOT to be used during the instructional day. All cell phones must be kept out of sight, they may be placed inside your desk, closet or purse. This applies to professional staff, teaching assistants, custodians, and cafeteria workers, and all other personnel assigned SESA. If you need to use your cell phone during lunch or planning time, do it from your classroom or the lounge. Do not use your cell phone in the hallways. You are not to photograph or record of any staff member, classroom or student without consent. We cannot allow cell phone usage during the instructional day to compromise the school's mission.

In the event that you are seen using your cell phone during instructional time, NO justification will be entertained. A write up will ensue.

CLASSROOM TELEPHONES

There is a telephone in each classroom. Please use it responsibly. In order to maximize student-learning time, the instructional day will not be interrupted with personal phone calls. It is NOT appropriate to have students discuss discipline matters with their parent over a school telephone while other children are present. Should this practice need to take place, endure it only happens during teacher planning time, and with no other child present.. Please remember to discipline with dignity and avoid embarrassing the child. Telephone use during instructional time should be limited to emergency situations. There should not be any telephone calls from classroom to classroom during instructional time. If a child is needed for a special circumstance, you must walk to the classroom to discuss the issue.

INTERNET

All websites visited should be learner centered and should not interfere with classroom instruction. Perception is greater than reality.

SOCIAL NETWORKING SITES

With the advent of social networking, our personal lives are open to the world. When you post on a social networking engine your comments and parents and other employees of the district can view pictures. Your comments may not contain lewd or disparaging remarks. Your comments may not attack another employee or have anything associated with cyber bullying. Your photographs may not contain anything lewd, anything involving nudity, or anything involving the consumption of alcohol or illegal substances. You may not post pictures of any activity that would reflect poorly on our profession. You may not post pictures of our students on your personal sites.

An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.

E-MAIL / GOOGLE CLASSROOM

E-mail/Google Classroom is the primary form of communication at our school. Notifications on the Campus Network via Google Classroom should be checked daily. You are expected to check your e-mail messages before school starts in the morning, at least once during the school day, and before you leave school for the day. Messages sent by e-mail will not be printed on paper and placed in your mailboxes.

NURSE

The school nurse is here to serve students. Please do not consume her time by asking her to consult you on any symptoms and/or medication; especially when CHILDREN are FIRST. She is here for the students. Do not expect for her to tend to your personal medical needs/concerns.

Please do not tell the school nurse that you do not want a student back in your classroom. If you suspect some sort of ailment/illness sickness/lice notify the nurse, and she will make the determination as to whether the student needs to go home or back to the classroom.

IN-SERVICE SESSIONS

Attend in-service sessions that will benefit your students the most. Make sure you sign in at the sessions you attend. Teachers assigned to attend workshops/in-services must attend, be punctual, and be prepared to present to grade level teachers and/or staff. All workshops/staff development sessions are recorded and submitted to the campus at the end of the school year; therefore, make certain you sign in. Make certain you keep a record of all C.P.E. hours/certificates for your documentation. Professional development is a time for learning and growth, therefore please make arrangements for daycare of your personal children.

Also, if the campus pays a registration fee and teacher does not attend a workshop the teacher must reimburse the campus for the cost of the registration fee and lose a day of personal leave. Professional respect is expected at all times (no talking, answering cell phones during sessions, reading materials that do not pertain to the in-service, etc.) Dress Professional at In-Service Session- no jeans.

FILMS/VIDEOS

Films and videos must be educational unless otherwise cleared by administration. Check out system is through the library. Viewing of film/video is not allowed; unless it is the culminating/closing activity scheduled in your lesson plan and has been approved by the administration at least 3 days prior to viewing.

VIDEO TAPING

Video taping of students may be done in the classroom and on school grounds exclusively for educational purposes; however, you must have a Photo/Video Release form signed by the student's parent(s).

CLASSROOM PARTIES/FOOD DELIVERIES

Non-Essential Deliveries/Visits for Students and Staff:

- Non-essential deliveries for students and staff such as food, meals, and snacks as well as birthday and holiday items will be suspended until further notice.
- Deliveries essential to daily instruction (i.e., select personal items, homework, musical instruments, athletic gear, and technology devices) are permitted according to campus and department protocols.
- Parent meals (breakfast and lunch visits) with their children will continue suspended until further notice.

BULLYING

San Benito CISD is committed to each student's success in learning within a responsive and safe environment. We are committed to providing a learning environment that is free from discrimination, threats, bullying and harassment for all students. We will work to ensure that all students have the opportunity and support to develop to their fullest potential and that all students have a personal, meaningful bond with someone in the school community.

Bullying Prevention and Intervention Policies

- FDB (LEGAL)
 - Education Code 25.034
 - Victim of Bullying
- FFI (LOCAL)
 - student Welfare Freedom from Bullying
- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses.
- Follow policies and procedures outlined in the San Benito CISD Bullying Prevention Handbook and 2020-2021 San Benito CISD Student Handbook.

SCHOOL CLIMATE/POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT

We will implement a school-wide PBIS plan and reinforce with Class Dojo. Refer to the PBIS plan to ensure you follow all procedures before sending a student to the office with a discipline referral.

Office referrals reflect the teacher's established classroom management. Please make sure to set clear expectations for student classroom behavior immediately as school begins and be consistent with your implementation of ClassDojo to ensure we maximize instructional time. Office referrals are for major or recurring (with proper documentation) offenses only.

All teachers should set up their ClassDojo accounts and encourage parents to join you class during Meet the Teacher. This system provides parents real-time information about their child's behavior. It is best practice to add a comment of why the student received a demerit, as this will support you with parent communication. Broadcast positive comments and school events as they arise. Please send invites to all parents and try to attain 100% participation by the end of the first six weeks of school.

After creating your class roster, you need to share your class with anyone who has direct contact with your students. For example, a 4th grade teacher that is team teaching will share her class with her 4th grade teacher partner, fine arts teacher, P.E. coaches, counselor, lab manager, RTI teacher, administrators, after-school program etc. More information can be found in the teacher resources tab.



Create your teacher account at: <https://www.classdojo.com/>

T-TESS

Learning Environment

Dimension 3.2 Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for scholar behavior.

Rewards

students who follow the rules and have appropriate behavior will be appropriately rewarded. Determine how many points on ClassDojo will be necessary to receive rewards.

Classroom Discipline Plan and Rules

- A. All teachers will have classroom management expectations displayed.
 - 1. Rules
 - 2. Consequences
 - 3. Incentives
- B. students will be appropriately informed of all campus and classroom rules and will become familiar with them at the beginning of the school year.
- C. Teachers must model expected behavior and consistently enforce incentives and consequences.

CONFERENCES WITH PARENTS

Before the 6th week an initial conference is required between the teacher and the parent(s) of each student. The purpose of this initial conference is to get acquainted with the parent(s) and gain or impart information, which is beneficial for all. Conferences must be VIRTUAL and documented.

Additional conferences should be held at any time a student is having academic, behavioral or personal difficulties. This is particularly important during the first six weeks. At that time the teacher should attempt to contact the parent(s) in person. When impossible or impractical, the teacher should contact the parents(s) by telephone. If these methods fail, the communication should be made by letter and/or with a home visit. The teacher should document all attempts to schedule and/or conduct necessary conferences, and should discuss any serious problems about enlisting parent support with the administration and/or the school counselor. Teachers must document all conferences and/or attempts to schedule a conference. Parent communication may be documented in Eduphoria.

For all incoming students, a conference should be held after the student has been in attendance for 3 to 5 weeks.

FIRE DRILL / SAFETY PROCEDURES

It is the responsibility of each teacher to instruct students in fire prevention and safety. This instruction shall include fire drill procedures and student conduct during the fire drills. Teachers should take their crisis bag with a roster to verify that all students are accounted for.

students should exit the classroom and building in a quick orderly manner (3 minutes maximum). Windows and doors should be closed and the last person in line should turn off the lights. Class should exit the building according to the map provided. Form a line at least 50 yards away from the building. If a drill occurs during your lunch/PE time, then you must go to where the teacher is located to ensure all students are accounted for. Teachers should take attendance to ensure that all students are present. Classes should return to the building in an orderly fashion when the proper signal is given. In case of an obstructed exit, calmly move to the nearest unobstructed exit.

One drill will be conducted each month. Please practice emergency procedures during the first few days of school and review them as needed. Most drills will be unannounced.

CHILD ABUSE

The Family Code requires that anyone having cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect shall immediately make a report to any local or state law enforcement agency or the Texas Department of Regulatory Services.

☐ A child is defined as a person under the age of eighteen.

☐ Professionals – teacher, school nurse, counselor, principal, etc. – have 24 hours to make a report.

It is the sole responsibility of the person that witnesses or suspects the abuse to report it. Reporting suspected child abuse to your principal, school counselor or superintendent will NOT satisfy your obligation under this law. Local school district policy cannot conflict with or supercede the state law requiring you to report child abuse to a law enforcement agency or DFPS.

Anonymous reports are not encouraged but are acted upon in the same manner as those that are not anonymous.

Failure to report suspected child abuse or neglect is a misdemeanor punishable by imprisonment of up to 180 days and/or a fine of up to \$2,000 ([Texas Family Code, Chapter 261](#)).

CPS

1-800-252-5400

CPS web site: www.txabusehotline.org

CONFIDENTIALITY

All student information as it pertains to special programs (Special Education--ARD Meetings), as well as counseling information, must be kept confidential. Pertinent information as regards to child abuse must be shared with Child Protective Services.

F.E.R.P.A. The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

Parents or eligible students have the right to inspect and review all of the student's educational records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.

Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

- School employees who have a need to know;
- Other schools to which a student is transferring;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;

Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 or TDD (202) 260-8956 or contact: Eddie Errisuriz (361-6100).

FMNV All staff must adhere to FMNV. Failure to do so puts the district in financial jeopardy.

For more information please review the following website:

www.agr.state.tx.us/foodnutrition/policy/ntn_restricted_foods.htm

FIELD TRIPS

From time-to-time, the San Benito Consolidated Independent School District (SBCISD) provides students with local and out-of-district trips that the administration considers to be part of the instructional program, co-curricular, extracurricular, and are school related. Even though the trips are school related, students must have a signed written permission from and by their parents, guardians, or person having lawful control.

Field Trips for all students in 3rd - 5th Grades will take place only in the Fall Semester, and all Pre-Kinder - 2nd Grade Field trips may be taken in the Spring Semester. It is the grade level responsibility to initiate the process by using the appropriate field trip request forms that can be found [here](#). All club sponsored field trips will only be approved by central office on non-instructional days.

SOCIAL CONTRACTS

A Social Contract is one of the most important and necessary tools within the CKH's program. According to Flippen (2015), the social contract acts as the teacher and student's behavior agreement in the classroom. The social contract should be built within the first week of school and requires both teacher and student participation to create. Additionally,

the teacher needs to make a social contract for each of their classes. If teachers try to shortcut this process and only create one contract, the desired results will not be reached (p. 29, para. 1).

Each teacher is expected to create a social contract with all students that enter their classroom (specials) and it must remain displayed throughout the school year to be used as reference should the need arise.

[SBCISD Student Code of Conduct / PBIS](#)

It is the responsibility of the homeroom teacher to ensure that he/she review the SBCISD Student Code of Conduct with every child. You will be provided with a sign in sheet that must be signed by each student and then submitted to the Assistant Principal no later than the end of the second week of school.

Useful Resources:

[Elementary Instructional Curriculum Guide](#)

[Elementary Grading Handbook](#)

[GT Handbook](#)

[HB3 Implementation](#)

Please refer to the San Benito CISD District Staff Handbook
for additional policies and procedures

It is the policy of the San Benito CISD not to discriminate on the basis of race, color, national origin, gender, or disability in its educational and Career and Technology programs, activities as required by Title VI or the Civil Rights Act of 1964.

Es norma del distrito escolar de San Benito no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades en los programas educativos y de carreras y tecnología, tal como lo requieren el Título VI o de la Ley de Derechos Civiles de 1964.