



San Antonio Independent School District
141 Lavaca • San Antonio, TX 78210
Telephone (210) 554-8400 • Fax (210) 299-5588

Office of the Superintendent

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Superintendent

August 2018

Dear Students and Parents:

Welcome to the 2018-2019 school year! Our mission is to transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. This edition of the Parent-Student Handbook contains important policies, procedures, and other guidelines for District parents and students.

The Parent-Student Handbook shows our commitment to serving our community and providing information that assists in understanding the various District processes and procedures. We hope that this handbook will serve as a guide to improving your experience in the District.

Should you have questions concerning areas not addressed in the handbook, please contact your campus administrator or teacher for assistance. We are fully committed to our parents and students and will work diligently to meet your needs.

Sincerely,

Pedro Martinez
Superintendent

OUR PLEDGE TO PATRONS

We are dedicated and committed to making our families and partners know they are valued in SAISD. As such, you can expect the following:

Security and Service with a Smile

Ensuring student and staff safety doesn't mean courtesy is compromised. We are committed to:

- Making you feel welcome instantly, starting with large, friendly signs in English and Spanish so that you can easily find your way to the main office of schools or departments.
- Acknowledging your presence immediately and greeting you warmly.
- Politely explaining the reasoning behind security measures such as sign-in sheets, providing appropriate identification and visitor badges so that you are part of the security solution.

Caring Communications

Communication is so critical to build positive relations with our families and partners that we will do the following when you contact us:

- Answer the phone within three rings, and identify our organization and ourselves.
- Listen carefully.
- Be professional.
- Let you know if we are unable to provide the information you seek at the time of your call or e-mail but promise to get it to you as soon as possible. And then do it!
- Not transfer your call unless absolutely certain that the person or department can assist you.
- Return phone calls and respond to e-mails and faxes promptly.
- Update information on our website in a timely manner.

A Spirit of Teamwork

We will not become a national model school district without you, and as such we:

- Welcome all comments—from compliments to complaints—and will use them to improve our quality.
- Will keep you apprised of our performance standards and progress.
- Will let you know how you can help us in our improvement process.
- May ask you to participate in campus or district leadership committees, such as the School Health Advisory Committee (SHAC), Parent Involvement Task Force, Campus Leadership Teams, etc.
- Will never forget we exist to be of service to you.

The Campus Community

Our schools must ensure that:

- Students are well educated, secure and their right to privacy is protected.
- Parents and partners feel welcome and wanted.
- Everyone cares about the students.
- Educators are accessible to parents.
- Taxpayer money is well spent.
- The schools are assets to their communities.

Thank you so much for being part of the SAISD family. Please contact your campus principal if you have any questions or concerns.



2018-19 SCHOOLS DIRECTORY

San Antonio Independent School District
 141 Lavaca St / San Antonio, TX 78210-1095 / (210) 554-2200

Revised August 8, 2018

HIGH SCHOOLS

PHONE	NO./DIST	SCHOOL NAME	ADDRESS / ZIP CODE	PRINCIPAL
738-9763	026 / 1	Advanced Learning Academy ¹ (4-12 : Fox Tech)	637 N. Main Ave. / 78205	Kathy Bieser
228-1200	001 / 1	Brackenridge	400 Eagleland Dr. / 78210	Yesenia Córdova
228-1210	002 / 4	Burbank	1002 Edwards St. / 78204	Miguel Elizondo
228-3380	XXX / 3	CAST Med ¹ (planning year)	2601 Louis Bauer/ 78235	Dr. Eddie Rodriguez
554-2700	027 / 1	CAST Tech ¹ (9-10)	637 N. Main Ave. / 78205	Dr. Melissa Alcalá
738-9720	003 / 6	Edison	701 Santa Monica Dr. / 78212	Dr. Cynthia Carielo
738-9730	004 / 1	Fox Tech	637 N. Main Ave. / 78205	Jennifer Benavides
438-6800	005 / 3	Highlands	3118 Elgin Ave. / 78210	Dr. Julio C. García
978-7900	006 / 2	Houston	4635 E. Houston St. / 78220	Dr. Mateen Diop
438-6570	007 / 7	Jefferson	723 Donaldson Ave. / 78201	Ralf Halderman
978-7910	008 / 5	Lanier	1514 W. Cesar E. Chavez Blvd / 78207	Laura Cooper
486-2406	025 / 2	St. Philip's ECHS ¹	1801 Martin L. King Dr. / 78203	Dr. Derrick Thomas
738-9830	022 / 1	Travis ECHS ¹	1915 N. Main Ave. / 78212	Adrianna Arredondo
438-6525	023 / 7	Young Women's ¹ (6-12)	2123 W. Huisache Ave / 78201	*Delia McLerran

MIDDLE SCHOOLS

978-7920	043 / 2	Davis ¹	4702 E. Houston St. / 78220	Sharene Dixon
228-1220	047 / 4	Harris ¹	325 Pruitt Ave. / 78204	Dr. Carol Velazquez
738-9740	049 / 5	Irving ¹ (8)	1300 Delgado St. / 78207	Olivia Almanza-Pena
438-6520	050 / 7	Longfellow	1130 E. Sunshine Dr. / 78228	Nancy Rodriguez
228-1225	051 / 4	Lowell	919 Thompson Place / 78226	Maribel Rodriguez
228-1230	053 / 4	Page (8)	401 Berkshire Ave. / 78210	Stephanie Mhleder
228-1235	054 / 4	Poe	814 Aransas Ave. / 78210	Christine Perez
978-7925	055 / 5	Rhodes ¹	3000 Tampico St. / 78207	Moises Ortiz
438-6840	057 / 3	Rogers	314 Galway St. / 78223	Julie May
978-7930	061 / 5	Tafolla (7-8)	1303 W. Cesar E. Chavez Blvd / 78207	Jeff Price
738-9755	059 / 6	Whittier ¹	2101 Edison Dr. / 78201	Irene Talamantes
354-9652	177 / 2	Young Men's ¹ (4-9)	415 Gabriel St. / 78202	Derrick Brown

PK-8 ACADEMIES (unless otherwise noted)

738-9760	026 / 6	Advanced Learning Academy ¹ (PK-3)	621 W. Euclid Ave. / 78212	Kathy Bieser
438-6845	103 / 3	Ball	343 Koehler Court / 78223	Gregory Rivers
738-9765	106 / 6	Beacon Hill	1411 W. Ashby Place / 78201	Laryn B. Nelson
228-3300	107 / 1	Bonham ¹	925 S. St. Mary's St. / 78205	David Nungaray
738-9770	147 / 1	Bowden	515 Willow St. / 78202	*Brian Sparks
738-9780	117 / 6	Cotton	1616 Blanco Rd. / 78212	Rawan Hammoudeh
738-9785	118 / 5	Crockett (PK-7)	2215 Morales St. / 78207	Anna Garcia
228-3315	119 / 1	Douglass (PK-7)	318 Martin L. King Dr. / 78203	Dr. Stephanie R. Ratliff
438-6540	123 / 7	Fenwick (PK-7)	1930 Waverly Ave. / 78228	Dr. Tambrey J. Ozuna
438-6850	124 / 3	Forbes	2630 Sally Gay Dr. / 78223	Erica Lopez
438-6855	125 / 3	Foster	6718 Pecan Valley Dr. / 78223	Sandra Sandoval
978-7980	127 / 2	Gates (PK-6)	510 Morningview Dr. / 78220	*Sonya Mora
228-3325	131 / 4	Green (K-7)	122 W. Whittier St. / 78210	Jeanette Vasquez
738-9795	179 / 1	Hawthorne ¹ (K-8)	115 W. Josephine St. / 78212	Guadalupe (Pita) Rodriguez
228-3330	132 / 4	Herff (PK-7)	996 S. Hackberry St. / 78210	Elida Navarro
738-9740	138 / 5	Irving Dual Language ¹ (PK-2)	1300 Delgado St. / 78207	Olivia Almanza-Pena
228-3345	141 / 4	Japhet	314 Astor St. / 78210	Natasha Gould
978-7935	142 / 2	M.L. King ¹ (K-8)	3501 Martin L. King Dr. / 78220	Natasha Pinnix
738-9805	149 / 5	Margil (PK-7)	1000 Perez St. / 78207	Kathleen St. Clair
438-6880	210 / 3	Mission	9210 S. Presa St. / 78223	Noemi Davila
738-9815	157 / 5	Ogden ¹ (PK-7)	2215 Leal St. / 78207	Ixchell Gonzalez
228-3355	160 / 4	Riverside Park (PK-7)	202 School St. / 78210	Dr. Cassie McClung
738-9825	161 / 6	W. Rogers	620 McIlvaine St. / 78212	Robby G. Wilson
438-6870	166 / 3	Steele Montessori ¹ (PK-2)	722 Haggin St. / 78210	Laura Christenberry
738-9745	163 / 6	Twain Dual Language ¹ (PK-4)	2411 San Pedro Ave. / 78212	David Garcia
438-6560	175 / 7	Woodlawn (K-8)	1717 W. Magnolia Ave. / 78201	Karen Rose

ELEMENTARY SCHOOLS

PHONE	NO./DIST	SCHOOL NAME	ADDRESS / ZIP CODE	PRINCIPAL
438-6530	101 / 6	Arnold	467 Freiling Dr. / 78213	Belinda Hernandez
978-7940	162 / 5	Barkley-Ruiz ¹ (PK-6)	1111 S. Navidad St. / 78207	Jackie Ibarra-Lanford
438-6535	105 / 7	Baskin	630 Crestview Dr. / 78201	Valarie Garcia
978-7950	110 / 5	JT Brackenridge (PK-6)	1214 Guadalupe St. / 78207	Marco Morales
228-3305	112 / 4	Briscoe ¹	2015 S. Flores St. / 78204	D'Les Herron
978-7960	114 / 2	Cameron	3635 Belgium Lane / 78219	*Sonya Mora
228-3310	116 / 4	Collins Garden	167 Harriman Place / 78204	Cynthia De La Garza
978-7975	121 / 5	De Zavala (PK-6)	2311 San Luis St. / 78207	Donna Venable Finch
738-9790	126 / 6	Franklin	1915 W. Olmos. Dr. / 78201	Dr. Hugo A. Saucedo
228-3320	129 / 4	Graebner	530 Hoover Ave. / 78225	Noemi Saldivar
438-6860	134 / 3	Highland Hills	734 Glamis Ave. / 78223	Deborah Esparza
228-3335	135 / 4	Highland Park	635 Rigsby Ave. / 78210	Dr. Rose Engelbrecht
228-3340	136 / 4	Hillcrest	211 W. Malone Ave. / 78214	Jennifer Sanchez
978-7985	137 / 2	Hirsch	4826 Sea Breeze Dr. / 78220	Mary Rodriguez
438-6580	139 / 7	Huppertz	247 Bangor Dr. / 78228	Ronnie Cantu
228-3350	143 / 4	Kelly	1026 Thompson Place / 78226	Claudia Ramos-Coto
978-7990	144 / 5	S. King	1001 Ceralvo St. / 78207	Dr. Gloria Martinez
738-9800	146 / 1	Lamar ¹ (PK-6)	201 Parland Place / 78209	*Brian Sparks
438-6545	148 / 7	Madison	2900 W. Woodlawn Ave. / 78228	Lianna Cano
438-6550	150 / 7	Maverick	107 Raleigh Pl. / 78201	Leila Garza
978-7995	153 / 2	Miller	207 Lincolnshire Dr. / 78220	Dr. Christine Weiland
738-9810	155 / 6	Neal	3407 Capitol Ave. / 78201	Valerie D. Henry
738-9820	158 / 1	Pershing (PK-6)	600 Sandmeyer St. / 78208	Casey Calland
978-8000	140 / 5	Rodriguez	3626 W. Cesar E. Chavez Blvd. / 78207	Beth Brady
438-6865	164 / 3	Schenck	101 Kate Schenck Ave. / 78223	Susan Del Toro
228-3360	165 / 2	Smith	823 S. Gevers St. / 78203	Vanessa Fox Norton
438-6875	168 / 3	Stewart ¹ (Democracy Prep)	1950 Rigsby Ave. / 78210	Virginia Silva
978-8005	169 / 5	Storm ¹	435 Brady Blvd. / 78207	Jackie Rodriguez Navar
738-9840	172 / 2	Washington (PK-6)	1823 Nolan St. / 78202	Phyllis Foley-Davis
738-9845	174 / 6	Wilson	1421 Clower St. / 78201	Dr. Jennifer Zavala
438-6565	176 / 7	Woodlawn Hills	110 W. Quill Drive / 78228	Martha Silva

EARLY CHILDHOOD EDUCATION CENTERS

978-7965	240 / 2	Carroll (PK-1)	463 Holmgreen Rd. / 78220	Dr. Alejandra Barraza
978-7970	241 / 5	Carvajal	225 Arizona Ave. / 78207	Sonya Cardenas
438-6830	246 / 1	Gonzales	518 E. Magnolia / 78212	Lisa Frost Garcia
228-3365	242 / 4	Knox	302 Tipton Ave. / 78204	David Chavarria
438-6555	245 / 7	Nelson	1014 Waverly Ave. / 78201	Marisa Mendez
738-9835	244 / 2	Tynan	925 Gulf St. / 78202	Gregorio Velazquez

SPECIAL CAMPUSES

438-6810	024 / 5	Cooper Academy at Navarro (9-12)	623 S. Pecos / 78207	Robert Loveland
438-6820	010 / 5	Estrada A.C. (6-12)	1112 S. Zaramora St. / 78207	Gary Pollock
438-6825	064 / 5	Brewer (6-12)	906 Merida St. / 78207	Keli Mullins
335-7865		Satellite Campuses	600 Mission Rd. / 78210	Michael Jordan, Director

Board Of Education: Patti Radle, President, District 5; Arthur V. Valdez, Vice President, District 4; Debra Guerrero, Secretary, District 3; Steve Lecholoop, Trustee, District 1; James Howard, Trustee, District 2; Ed Garza, Trustee, District 7; Christina Martinez, Trustee, District 6.

Superintendent of Schools: Pedro Martinez

It is the Policy of San Antonio ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's board policies DIA, FFH, and FFI.

¹ In-District Charter Schools

* Network Principal



San Antonio Independent School District

2018 - 2019 Instructional Calendar

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6-10 - Staff Development,
Convocation, Two Teacher Workdays
13 - First Day of School / Start of 1st Semester

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 - Holiday - Labor Day
21 - Student Holiday / Staff Development

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8 - Holiday - Columbus Day / Indigenous People Day
12 - End of 1st Nine Weeks
15 - Student Holiday/Staff Development/
Teacher Professional Time
16 - Start of 2nd Nine Weeks

November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19-23 - Holiday - Thanksgiving Break

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 - End of 2nd Nine Weeks / End of 1st Semester
24-31 - Holiday - Winter Break

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-4 - Holiday - Winter Break
7 - Student Holiday/Staff Development/
Teacher Professional Time
8 - Start of 3rd Nine Weeks/Start of 2nd Semester
21 - Holiday - Martin Luther King Jr. Day

February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

18 - Holiday - Presidents' Day / Bad Weather
Makeup Day

March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 - End of 3rd 9 Weeks, Early Release, Staff Development,
Teacher Professional Time
11-15 - Holiday - Spring Break
18 - Start of 4th Nine Weeks

April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

19 - Holiday - Easter Break
26 - Holiday - Battle of Flowers

May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 - Holiday - Memorial Day
29 - Last Day of School/End of 2nd Semester
30 - Teacher Workday/ Bad Weather Makeup Day

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

450 minutes per day @ 7.5 hours
Calendar includes at least 75,600 minutes of instruction.
Total = 76,245 minutes

Legend

	Holiday
	Teacher Workday
	Student Holiday / Staff Dev. / Teacher Prof. Time
	Student Holiday / Staff Professional Development
	Begin/End Grading Period
	Bad Weather Makeup Day
	Student Early Release Day / Staff Development

9 Weeks: 1st = 42 2nd = 44 3rd = 42 4th = 50

178 Student Days 187 Teacher Days

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I. PREFACE

To Students and Parents:

Welcome to school year 2018-19! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students. This Parent-Student Handbook is designed to provide basic information that you and your child will need during the school year. Please be aware that the term "parent," unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the SAISD Student Code of Conduct (included in this handbook at Section VII), which is a document adopted by the board and intended to promote school safety and an atmosphere for learning.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your child has questions about any of the material in this handbook, please contact your school principal.

Please note that references to policy codes are included so that parents can refer to current board policy. The district's official policy manual is available for review online at <http://pol.tasb.org/Home/Index/176>.

II. ACADEMICS

ACADEMIC MONITORING

Grading Guidelines

In Early Childhood Education and Kindergarten, achievement is reported to parents as:

- S = Satisfactory
- P = Progressing
- R = Needs Reinforcement

In grade 1, achievement is reported to parents as:

- E = Exceeds Standard
- S = Met Standard
- P = Progressing
- R = Reinforcement needed

In grades 2 through 12, achievement is reported to parents as:

- 90-100 = A
- 80-89 = B
- 75-79 = C
- 70-74 = D
- Below 70 = F

Elementary grades 1-5, PE/Health and Fine Arts grades are reported using:

- E = 95 (Excellent)
- S = 85 (Satisfactory)
- N = 75 (Needs Improvement)
- U = 65 (Unsatisfactory)

Grade Reporting and Progress Reports

Report cards are distributed after the end of each nine-week grading period to inform parents of the student's academic status. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board of Trustees determines that the grade was arbitrary, contains an error, or the teacher did not follow the District's grading policy. The Board's decision may not be appealed. Teachers notify the parent if a student is failing or in danger of failing by sending home a progress report after the end of the third and sixth weeks of each grading period. Progress reports may also be issued any time a student's progress becomes unsatisfactory.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. In grades 2–8, promotion to the next grade level shall be based on an overall average of 70 for all subject areas and a grade of 70 or above in language arts and mathematics. In grades 9–12, grade-level advancement shall be earned by course credits.

When a student in grades 2–8 earns a grade of less than a 70 in any subject that would disqualify the student from promotion according to the paragraph above, but the student demonstrates proficiency on the state-mandated assessment for that subject or subjects, a committee shall be established consisting of the principal, the teacher of the subject in which the student earned less than a 70, and the student's parent. The student's grade placement committee (GPC) may serve as the required committee if a GPC has already been established. In order for such a student to be promoted to the next grade level, all members of the committee must unanimously agree that the student has demonstrated proficiency in the subject matter of the course. The committee must consider the recommendation of the student's teacher, the student's grade in the course, the student's score on the state assessment, and any other academic information deemed relevant by the committee. The committee shall reach a decision no later than the fifth day of instruction.

In addition, a student, at certain grade levels, will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the Mathematics and Reading sections of the grade 5 state assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the Mathematics and Reading sections of the grade 8 state assessments in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment. If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her exams, will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. A student in grades 5 or 8 will have two additional opportunities to retake an assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students – some with disabilities and some classified as English language learners – may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math.

A Personal Graduation Plan (PGP) will be prepared for any student in the middle or junior high level or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instructional program for the student. For additional information, see the school counselor. [See policy EIF (LEGAL)]. For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee. For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans**.

Honor Rolls

Each grading period has a distinct honor roll listing. No honor roll is cumulative. Students must meet the criteria for both academic grades and Citizenship grades to earn placement on the honor rolls.

Conferences with Teachers or Administrators

The parent may make an appointment for a conference by contacting the school's main office or by writing a note to the teacher, school counselor, or administrator. Teachers have a conference period during the day, but if the parent cannot meet at that time, it is often possible to schedule appointments before or after school.

CURRICULUM

Below is a short description of various departments at SAISD:

- **Early Childhood Education:** promote children's knowledge and skills in all developmental areas: cognitive, social/emotional, physical, and aesthetic, and to establish a foundation for lifelong learning through developmentally appropriate practices.
- **English (Spanish) Language Arts and Reading:** uses the Reading Comprehension Process and a literacy framework outlining instructional components, specified instructional strategies, a variety of required reading materials, and an assessment system. Writing instruction taught by using the writing process is provided daily with instructional expectations for modeled, guided, and independent writing.
- **English as a Second Language (ESL):** emphasizes the development of English language proficiency and literacy through content-based instruction in the ESL classroom. In grades 6-12, English as a Second Language (ESL) courses are offered to students identified as English language learners (ELL) in order to support academic English language development
- **Fine Arts Department:** mission is to educate, challenge, and inspire our students through the fine arts, thereby enabling them to reach their artistic, creative, and expressive potential. Instruction focuses on student participation and performance in four fine arts disciplines: art, music, theatre, and dance. TEKS based programs are provided in all disciplines. Goals for programs are outlined as follows:
 - **Art:** provide students with an art instruction program wherein the students can create works of visual art that will foster comprehension and synthesis of information and skills related to sensory awareness, creative expression, technical proficiency, cultural appreciation, and critical judgments.
 - **Music:** provide students with a foundation in music whereby the students can perform musically/artistically in groups and individually; can make aesthetic and knowledgeable judgments about music; develop music literacy skills in music reading, critical listening, and theory; and demonstrate that music is an integral part of life as evidenced through history, society, culture, and tradition.
 - **Theatre:** provide students with a theater instruction program whereby the students can perform dramatically in groups and individually. This course of study will foster comprehension and synthesis of information and skills related to creative expression and performance, technical proficiency on the stage, cultural / historical appreciation, and critical judgment as related to theatre, film, television and electronic media productions.
 - **Dance:** provide students with a dance instruction program whereby the students can perform choreography that will foster an awareness of body sciences, fitness principals, dance elements, choreographic processes, forms in a variety of dance styles, and a historical appreciation of artistic diversity.
- **Health Instruction:** in high school, it provides students with the health information and skills they need to become healthy adults. All students in High School Health Class will receive Parenting and Paternity Awareness (P.A.P.A.) as required by state law. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the incorporated into the district's health education classes.
 - As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.
 - State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:
 - Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
 - Devote more attention to abstinence from sexual activity than to any other behavior;
 - Emphasize that abstinence from sexual activity, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with human immunodeficiency virus or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
 - Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with human immunodeficiency virus or acquired immune deficiency syndrome; and
 - If instruction on contraception and condoms is included in the content of the curriculum, teach contraception and condom use in terms of human-use reality rates instead of theoretical laboratory rates.
 - The District's health education program includes puberty education, information related to HIV/AIDS and other STDs and an Abstinence Plus curriculum. As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

- **Languages Other Than English instruction (LOTE)** emphasizes the development of communication skills in a language other than English along with an understanding and appreciation of the culture. Students learn to make connections with other disciplines as they develop insight into the nature of language and culture while they use a new language within and beyond the school setting.
- **Mathematics** engages students in rigorous, high-quality mathematics instruction that builds new mathematical understandings through computational fluency, reasonable estimation and problem solving. Students are afforded opportunities to access manipulatives and new technologies that deepen students' intellectual capacity to apply mathematics to "real-world" situations.
- **Physical Education:** In accordance with policies EHAB, EHAC, and FFA, the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate to vigorous physical activity at least 30 minutes per day or 135 minutes per week as part of the school district's physical education curriculum. Because of block scheduling the district offers physical education to students in middle school or academies, grades 6th, 7th, & 8th to meet district physical education requirements of 225 minutes of moderate to vigorous physical activity within each two-week period for at least four semesters. For additional information on the district's requirements and programs regarding physical activity requirement, please see the campus principal.
 - The Commissioner of Education has adopted the Fitnessgram® assessment instrument to be used by Texas school districts in assessing student physical fitness in 3rd to 12 grades, as required by state law. Results are reported as a school district and do not have any bearing on the school district's rating from neither TEA nor the individual student's academic progress. A parent may submit a written request to the child's physical education teacher to obtain the results of his or her child's physical fitness assessment conducted during the year.
- **Science** teaches through inquiry-based instruction and hands-on investigations. It is taught through classroom and field investigations following safety procedures. Students use the tools of science to develop critical thinking and scientific problem solving skills.
- **Social Studies** builds a foundation in history, geography; economics, government, citizenship, culture, science, technology, and society; and social studies skills. During the designated CELEBRATE FREEDOM WEEK, the week of September 17th, students in grades 1-12 study the Declaration of Independence and the U.S. Constitution. Students recite a portion of the Declaration during this week as required by law, unless parents submit a written request for their child to be excused. See the campus principal for additional information. The Social Studies department sponsors numerous academic contests including: San Antonio Regional History Fair; Economics Challenge; and programs such as National Mock Election and Speak Up! Speak Out!

COMPUTERS AS AN INSTRUCTIONAL TOOL

Computers and the Internet are electronic tools to enhance student learning in all content areas. The purpose of using the Internet in our schools is to support research and education by providing access to unique resources and the opportunity to work collaboratively. Within the *Parent-Student Handbook* there is an Acceptable Use of District Technology Resources for students and parents regarding the District's Internet usage rules. Disciplinary action shall be taken for all acts of misconduct listed. All student users of computers and the Internet must comply with the Acceptable Use Policy.

INTERVENTION CURRICULA

The District also ensures that students not mastering the Texas Essential Knowledge and Skills (TEKS) in a standard educational setting are provided with interventions for remediation or credit accrual. Intervention curriculum is available in the following areas:

- Reading/English Language Arts
- Mathematics
- Science
- Social Studies

Parents are notified of the interventions provided for their child. Documentation of services offered and provided is maintained at each campus. Student progress is monitored for placement and opportunities for earning credit are provided to meet individual student needs.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

MTSS is designed as a school-wide, tiered model for identifying and providing early intervention to all students falling behind their grade-level peers in core academic subjects and behavior. MTSS serves as a proactive, problem-solving process that must be used before a student is considered for any assistance, support service or educational program.

SPECIAL CURRICULUM PROGRAMS

Bilingual Education

Bilingual education is a program of instruction in Pre-kindergarten through 5th grade that uses the student's primary language as a tool for instruction while he/she learns English. Students who have been identified as English language learners (ELL) through the campus Language Proficiency Assessment Committee (LPAC) are provided this special program of native language instruction and English language development.

Career and Technical Education (CTE) Programs

Career and technical education programs may include dual credit, state articulated credit, and additional innovative programs. Opportunities are provided that identify the relationship between skills taught in the classroom and skills required for the workforce. Activities or resources may include career fairs, classroom presentations, field trips, library resources, career literature, youth leadership, business/industry tours, and appropriate shadowing and internship experiences.

The San Antonio Independent School District offers Career and Technical Programs in the following areas:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Admission to these programs is based solely on the individual student's career interests. In order for the student to attend, they must inform his/her counselor of a desire to enroll. If the program the student chooses fits into his/her schedule, the student will be enrolled in the program. Students attending a particular SAISD campus are allowed to attend a Career and Technical Education Program taught at another campus provided the program fits within the student's class schedule. A student taking Career and Technical Education courses may be eligible based on demonstrated need to receive a subsidy for a certification examination for a license or certificate for a trade or occupation if the student successfully completes the career and technology program in which he/she receives training and instruction for employment in a certain trade or occupation and passes the examination.

It is the policy of the SAISD not to discriminate on the basis of race, color, national origin, gender, gender identity, gender expression, sexual orientation, or disability in its Career and Technical Education Programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For more information, contact the Career and Technical Education Department at (210) 554-2610.

Gifted/Talented

Students may be nominated for screening by parents, teachers, school counselors, and community members for the gifted and talented program. Screening takes place over several months and is based on Board-approved procedures and criteria. Students who qualify for the District gifted and talented education program may, depending on their strengths, needs, and interests, participate in a variety of offerings in the core academic areas and in electives. Parents or students who wish to learn more about this program may contact the campus GT Coordinator or counselor.

Special Education

Students who qualify may receive Special Education services. SAISD Special Education program provides a continuum of instructional and related services. For questions concerning special education, please contact Senior Executive Director, Department of Special Education, 1702 North Alamo Street, San Antonio, TX 78215, (210) 225-2406.

Learning Disabilities / Section 504

Students who have a physical or mental disability which substantially limits one or more major life activities (including learning) and which requires some accommodations but is not severe enough to require Special Education services may be eligible under Section 504 of the Rehabilitation Act of 1973. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. Examples of potential 504 handicapping conditions include dyslexia, some communicable diseases (HIV, tuberculosis), attention deficit disorder, and other medical conditions. Section 504 is a regular education service. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. District efforts to comply with Title II of the Americans with Disabilities Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act are coordinated by Julie A. Gonzalez. She may be contacted at 406 Barrera St., San Antonio, TX 78210, (210) 554-2570. [Also see policy FB.]

GUIDANCE AND COUNSELING PROGRAM

The mission of the SAISD Guidance and Counseling Program is to implement a comprehensive development guidance and counseling program that will maximize the academic, career, and personal/social needs of all students to ensure graduation from high school, success in post-secondary education, and is prepared to be a contributing member of the community. In collaboration with teachers, administrators, and parents, the program's goals are to maximize the benefits for student success. A parent wanting

more specific information on the Guidance and Counseling Program from individual campuses should contact the school's counselor or the District Guidance and Counseling Department at (210) 554-2575.

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and the importance of postsecondary education. The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The 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. 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.

Personal Counseling

The school counselor or a school social worker is 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. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor or a school social worker for services and a list of resources that may be of assistance.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor or a school social worker. The school counselor or a school social worker can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

Suicide Awareness and Mental Health Support (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texassuicideprevention.org> or contact the school counselor or a school social worker for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

HIGH SCHOOL GRADUATION

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who enter grade 9 in the 2014–15 school year a student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

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

Participation in graduation/commencement is an honorary privilege. See the section titled EXTRACURRICULAR ACTIVITIES, CLUBS, ORGANIZATIONS, AND HONORARY PRIVILEGES for further information. In order for a student to be eligible for participation in graduation/commencement ceremonies, the student must have met all course requirements and state accountability tests, or be eligible to receive a certificate of attendance. Also see the section on **Standardized Testing** for more information.

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described in the section titled **Personal Graduation Plan**. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English	2	2
Fine Arts	1	1
Electives	5	7
TOTAL	22 credits	26 credits

** Additional considerations apply in some course areas, including:

- Mathematics. In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- Physical education. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.
- Language other than English. Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will **NOT** be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the Admission, Review, and Dismissal (ARD) committee, a student with a disability may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled until his/her 22nd birthday to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH (LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Certificate of Attendance

A student who has attended high school for four years and is a student receiving special education services, who has not met the requirements to receive a diploma or completed the student's individualized education program, may at their request receive a certificate of attendance and be allowed to participate in the graduation ceremony. Contact the high school principal to receive specific information and assistance.

Class Schedules

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule. A student who has already met the exit-level testing requirements and is on track to graduate, a student who is employed, or a student who is enrolled in post-secondary courses are a few examples for which a principal may approve an exception to enrollment in a full-day schedule. For students eligible for special education services, any reduction of a school day must be documented in the student's ARD/IEP. Questions regarding class schedules should be addressed to the campus counselor.

High School Grade Level Classification

Students have the opportunity to earn 7-8 credits per year. The following credits must be earned to be eligible for classification in these grade levels for students entering fall 2007 and thereafter:

- 9th grade classification: 0-5.5 credits
- 10th grade classification: 6.0-11.5 credits
- 11th grade classification: 12-17.5 credits

12th grade classification: 18 plus credits

All credits must be acquired before the first day of the following school year to establish grade level classification and UIL eligibility for semester one.

Weighted Courses

Graduating seniors shall be ranked within the graduating class for each high school upon the basis of weighted grade averages for the course grade, excluding the last semester (last 18 weeks) of the senior year.

The weight system is:

International Baccalaureate Course:	+10
Advanced Placement (AP) Course/Dual Credit:	+10
Pre-International Baccalaureate Course:	+ 5
Pre-Advanced Placement (Pre-AP) Course:	+ 5
Below 70 in any course	+ 0

For further information on course eligibility for course weighting see a school counselor.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student: completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class. Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

Upon enrolling in their first course that is eligible for high school credit, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid.

COURSE CREDIT

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

College Credit Courses

Students in grades 9-12 have opportunities to earn college credit through the following methods. Certain courses taught at the high school campus may include courses such as dual credit (final grade of 80 or above), Advanced Placement (AP) (earn an AP exam score of 3 or above), International Baccalaureate (IB) (earn an exam score of 4 or above), or college preparatory. All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan. Note that if a student wishes to enroll in a community college course that also results in the award of high school course credit at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

Credit by Examination (Student Has Taken the Course)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may request to be permitted to earn credit by passing an examination purchased by the parent from Texas Tech University or The University of Texas at Austin for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction

is sometimes referred to as "credit recovery." The counselor or principal would determine if the student could take an examination for this purpose. If approval is granted, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [For further information, see the counselor and policy EHDB(LOCAL).]

Credit by Examination (Student Has Not Taken the Course)

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as examinations developed by Texas Tech University or the University of Texas at Austin. Other tests may be available, when applicable. The dates on which exams are scheduled during the 2018-2019 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district, or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course. A student in the 1st to 5th grade will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than the established district deadline dates prior to the scheduled testing date. [For further information, see the counselor, administrative procedure E10 and policy EHDC.]

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. Depending on the course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction. If you have questions about a TxVSN course, please contact the school counselor. Unless an exception is made by the district, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course. A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your school counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

SCHOLARSHIPS/ GRANTS/ FINANCIAL AID

Students may qualify for one or more of the scholarships and grants available, as well as for other forms of financial aid. State programs include the TEXAS (Toward Excellence, Access, and Success) Program and the Teach for Texas Program. Under the Early High School Graduation Program, the state provides eligible students financial credits in varying amounts (depending on the number of early college credits earned and availability of state funds) to institutions of higher education. The campus counselor can provide additional information about meeting the program's eligibility requirements. Also, for information regarding the name and contact information of all public and private entities offering a program through which a student may earn college credit, see the District website or the school counselor. In addition, top-ranking students may be eligible for the state's automatic college admission program. Students must also demonstrate that they completed the recommended or advanced curriculum or earned a certain score on the ACT or SAT. For details and applications, students and parents may contact a school counselor.

STANDARDIZED TESTING

STAAR (State of Texas Assessment of Academic Readiness)

Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes that the student has made sufficient progress in the student's individual education plan (IEP). See the **Promotion and Retention** section for additional information.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria, as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School End-of-Course (EOC) Assessments

STAAR end-of-course assessments (EOCs) are administered in the following courses:

- English I and II
- Algebra I
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation. There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2, is available for eligible students receiving special education services who meet certain criteria established by the state, as determined by the student's ARD committee. A student's ARD committee will determine whether successful performance on the assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan. Also see the section on **Graduation** for additional information.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

SAT, ACT, and Other Standardized Tests

Many colleges require additional standardized tests such as the ICU, American College Test (ACT), or the Scholastic Aptitude Test (SAT) for admissions. Each college determines the levels of achievement needed for admissions. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam(s) to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor. Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. SAISD offers all students in grades 10 and 11 the opportunity to take the PSAT in the fall as scheduled, and for all 11th (Spring) and 12th (Fall) grade students to take the SAT during the school day as scheduled.

TRANSCRIPT REQUESTS

Requests for high school transcripts for current SAISD students should be directed the high school registrar. Requests for official high school transcripts for former SAISD students should be directed to PEIMS and Student Data Services, 1702 N. Alamo Street, San Antonio, TX 78215, phone (210) 244-2909. A nominal fee is charged and can only be paid by cash or money order to SAISD.

III. ENROLLMENT AND ATTENDANCE

ADMISSION AND AGE REQUIREMENTS

To attend Pre-K, a child must be three or four years of age on September 1 of the current school year (with priority given to four year olds) and meet one or more of the following:

1. unable to speak and comprehend the English language; or
2. economically disadvantaged; or
3. active military, including the child of a member who was hurt or killed on active duty; or
4. homeless, as defined by 42 U.S.C. Section 11302 (McKinney-Vento Homeless Education Assistance Improvements Act), regardless of residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or
5. has ever been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.

To attend Head Start, a child must meet the requirements of age and family income as established by section 645(a)(2) of the Head Start Act. The child must be three or four years of age on September 1 of the current school year and meet one or more of the following criteria:

1. federal poverty guidelines; or
2. homeless, as defined by 42 U.S.C Section 11302; or
3. currently in foster or kinship care.

Except as provided by local policy, up to ten percent of the children who are enrolled in Head Start may be children from families that exceed the low-income guidelines, but who meet the criteria that the program has established for selecting such children and who would benefit from Head Start services.

To attend Kindergarten, a child must be age 5 on or before September 1st. Upon enrollment in pre-kindergarten (PK) or kindergarten, a child must attend school. Pre-K, Head Start, and kindergarten students are subject to compulsory school attendance rules.

To attend First Grade, a child must be age 6 on or before September 1st.

REGISTRATION REQUIREMENTS

Proof of Residency

Parents must submit proof of residence within District boundaries, such as a current home telephone bill, utility bill (e.g. a power, water, or cable bill), or an effective mortgage or lease contract if it includes the parent's name and the current address of his/her residence. If proof of residency is not available or if residency is being established through a notarized statement, the **Student Residency Questionnaire** will be reviewed by campus/district personnel to determine housing situation and eligibility for the McKinney-Vento Homeless Assistance Act.

A student who is living separate and apart from a parent, legal guardian, or other person having lawful control under a court order, or whose grandparents reside in the District and provide a substantial amount (as defined by the District's Board) of after school care, may apply for admission. A Student Residency Questionnaire must be secured for the student and will be reviewed by campus personnel/district personnel to determine housing situation and eligibility for the McKinney-Vento Education Assistance Act. The District is not required to admit a student who has engaged in conduct within the preceding year that resulted in removal to a Disciplinary Alternative Education Program (DAEP) or expulsion, who has engaged in delinquent conduct or conduct in need of supervision, who is on probation, or who has been convicted of a criminal offense and is on probation or other conditional release. The principal shall refer these students, as needed, to the appropriate hearing officer.

Other Registration Requirements

In addition to proof of residency, the parent will need to present the following documents/information to register a student:

1) child's birth certificate or other proof of child's identity and age, 2) the child's academic records from the school most recently attended, and 3) immunization records. Copies of the Social Security card and birth certificate are required for the state of Texas education records. Should the student qualify for the McKinney-Vento Homeless Education Assistance Improvements Act, documentation may not be needed.

1. **Proof of child's identity:** official birth certificate, other demographic information required includes complete name, sex, and ethnicity, date of birth, home language, and migrant information. Parents are strongly urged to present the child's Social Security card for enrollment. The child's Social Security number is important in ensuring that the correct information is received. It is an offense for a person to obtain, possess, transfer or use, with intent to harm or defraud another, the identifying information of another person without his/her consent or of a child younger than 18 years old.
2. **Academic information:** A copy of the child's records from the school the child most recently attended. Even if written documentation is not available at the time of registration, the parent must explain the following to school officials:
 - a. Information regarding special education/Section 504 disabling condition and instructional setting.
 - b. Information regarding disciplinary placement: placement in a DAEP, disciplinary transfers, expulsion, etc. Texas Education Code Section 37.008(j) stipulates that if a student was placed in a DAEP by another school district and has not completed

the term of placement, our District shall continue the placement in a DAEP in our District until the term is completed by the student. Therefore, it is necessary that parents and students wishing to enroll clearly communicate such a placement to the school upon registration.

3. Up-to-date immunization record:

- a. **Students who have never enrolled in a school in the United States** or are transferring from out-of-state_- If the child is initially entering a public school (i.e., pre-kindergarten or kindergarten or coming from another country), immunization records are required before the student can be enrolled. [Texas Education Code Section 38.001(a)]. A student may be provisionally admitted if the student has begun the required immunizations, as verified by submitted records, and continues to receive the necessary immunizations as rapidly as is medically feasible.
- b. **Students who are transferring from another school in Texas** - The parent must present copies of the immunization record that establishes that the student's immunizations are current. A grace period of thirty (30) calendar days may be allowed while the school awaits the transfer of written proof of the immunization which the child has been given prior to enrollment; this does NOT mean that the parent has thirty days to have the student immunized. The student may be provisionally admitted during the thirty-day grace period, or if the student has begun the required immunizations, as verified by submitted records, and continues to receive the necessary immunizations as rapidly as is medically feasible.

Information in English and Spanish is available on an easy-to-read chart on the Department of Health website at www.dshs.state.tx.us/immunize/school, or you may acquire this information from a campus nurse. Additionally, go to the District's website for information regarding the following: (1) the immunizations required for admissions to public school; (2) any immunizations or vaccines recommended for public school students by the Department of State Health Services; (3) health clinics in the District known to the District that offer the influenza vaccine; and (4) a link to the Department of State Health Services Internet website. As noted above at **Bacterial Meningitis**, entering college students must now, with limited exception, furnish evidence of having received a bacterial meningitis vaccination prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

In addition, the parent is required to complete various registration forms at the school, some of which will be the *Student Registration Data* card, the *Home Language Survey* and the *Ethnicity and Race form*.

Should the parent not have written documentation of the above information at the time of registration, the written proof must be submitted within thirty (30) calendar days (except in 3 a. above and proof of residency which requires records upon enrollment). If the documentation is not submitted within 30 days, the principal shall report to the proper authorities as required by law. It is vital that parents be aware of the importance of giving correct information and their legal obligation to do so.

ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES

Children of military families will be provided flexibility regarding certain district requirements, including: immunization requirements; grade level, course, or educational program placement; eligibility requirements for participation in extracurricular activities; and graduation requirements. In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at <http://tea.texas.gov/index2.aspx?id=7995>.

CHILDREN IN TEMPORARY HOUSING SITUATIONS

The McKinney-Vento Education Act defines temporary housing as an individual who lacks a fixed, regular, and adequate nighttime residence which includes:

- Students who share the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Students who are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations.
- Students who reside in emergency or transitional shelters.
- Students who are abandoned in hospitals.
- Students who are waiting foster care placement.
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

If a parent or student feels that the law applies, contact Family & Student Support Services at (210) 554-2635.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows. A student who is placed in foster care and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another

district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

For those students who are in Foster or Kinship Care placements through the Department of Family and Protective Services (DFPS), please present Form 2085 to the campus for immediate enrollment. For assistance, please call Family & Student Support Services at 554-2635.

STUDENTS WHO ARE HOMELESS

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Federal law also allows a homeless student to remain enrolled in what is called the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

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

LEGAL SURNAME

A student must be identified by the student's legal surname, as it appears on the student's birth certificate or other document suitable as proof of the student's identify, or in a court order changing the student's name.

MULTIPLE BIRTH SIBLINGS

Parents may request children who are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, to be placed in the same classroom or in separate classrooms. Written request must be submitted no later than the 14th day after the enrollment of the child. [See FDB (LEGAL)]

ARRIVAL AND DEPARTURE TIMES FOR STUDENTS

Parents are responsible for ensuring that their children arrive on campus **no earlier** than 45 minutes prior to the start of the school day and depart from campus in a timely manner (generally within 30 minutes) following the students' dismissal. The school day begins and ends as follows:

Early Childhood Centers	7:30 AM to 2:30 PM
Elementary Schools	8:05 AM to 3:20 PM
Middle Schools	8:45 AM to 4:00 PM
High Schools	8:45 AM to 4:15 PM

It is imperative for safety reasons that students do not arrive before the specified time in the morning nor remain later than the expected time of departure in the afternoon or following an after-school event. Parents and students will be held responsible for cooperating with school personnel regarding compliance with these hours.

Individual campuses will determine the places and times where students will be permitted to assemble before and after school and will notify students and parents of these places and times. In addition, cafeterias are open before the start of the school day so that students may participate in the breakfast program.

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This directory information will be released to anyone who follows procedures for requesting it. However, release of a student's directory information may be prevented by a parent or an eligible student. This objection must be made in writing to the principal within ten school days of the child's first day of instruction for this school year. [See the "Notice Regarding Family Educational Rights and Privacy Act (FERPA) Directory Information" included in the registration forms packet.]

The District often needs to use student information for the following school-sponsored purposes: publication in the district yearbook, campus and district newsletters, a student directory, district announcements and other district publications. For these specific school purposes, the district would like to use your child's name, address and telephone listing, photograph, honors and awards received, date and place of birth, dates of attendance, grade level, most recent school attended, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information. Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

Release of Student Information to Military and Colleges

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. [See the "Notice Regarding Family Educational Rights and Privacy Act (FERPA) Directory Information" included in the registration forms packet.]

COMPULSORY 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's, 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 the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit – are of special interest to students and parents. They are discussed below.

1. In accordance with Texas Education Code Section 25.085, a child who is required to attend school shall attend school each school day for the entire period the program of instruction is provided, to include students who are at least six years of age, or who have been previously enrolled in first grade, and who have not yet reached their 19th birthday. Additionally, upon voluntary enrollment in pre-kindergarten or kindergarten, a child shall attend school for the entire period of instruction.
2. State law requires attendance in an accelerated reading instruction program when kindergarten, first grade or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of the reading diagnostic test. A student who is absent without permission from school; from any class; from required special programs, such as accelerated instruction; or from required tutorials will be considered in violation of the compulsory attendance laws and subject to disciplinary action. Excessive absences may result in a violation of compulsory attendance laws and the Student Code of Conduct. A student in grades 3-8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area. The District may revoke the enrollment for the remainder of the school year of a student age 19 or older who has more than five absences in a semester that are not excused. A student whose enrollment is revoked may be considered an unauthorized person on school grounds for purposes of the trespass law. Policy FEA (LEGAL)

19 Year Old Students Who Voluntarily Attend School

In accordance with Texas Education Code 25.085(e), a person who voluntarily enrolls in school or voluntarily attends school after the person's 19th birthday shall attend school each school day for the entire period the program of instruction is offered. The district may revoke for the remainder of the school year the enrollment of a person who has more than five unexcused absences in a semester. A person whose enrollment is revoked for exceeding this limit may be considered an unauthorized person on school grounds.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work, these include the following activities and events:

- Religious Holy days
- Required court appearances
- Activities related to obtaining United States citizenship
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus. Should a student develop a questionable pattern of absences, the principal or

attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school. Policy FEC (LOCAL).

- A junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.
- An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the district of those activities.
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- Absences of up to two days in a school year will also be considered an exemption for: (1) a student serving as an early voting clerk, provided the student notifies his or her teachers and the student receives approval from the principal prior to the absences; and (2) a student serving as an election clerk, if the student makes up any work missed.
- As listed in Accommodations for Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.
- An absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

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

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year. If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA(LEGAL).]

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

ATTENDANCE FOR CREDIT OR FINAL GRADE

To receive credit or a final grade in class, a student in kindergarten – 12th grade must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent, but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class. If a student attends less than 75 percent of the days of class is offered or has not completed a plan approved by the principal, then the student is referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. (See policy in FFC)

In determining whether there were extenuating circumstances for the absences, the Attendance Review Committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions To Compulsory Attendance will be considered days of attendance for this purpose.
- The committee will consider the acceptability and authenticity of documented reason for the student's absence.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, 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 ensure or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustee's by filing a written request with the superintendent in accordance with policy FNG(LOCAL). The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

School Attendance Review Committee

A student and the student's parent or guardian are given written notice prior to and upon a student's attendance in any class dropping below 90 percent of the days the class is offered. When a student's attendance drops below 90 percent of the days the class is offered, the student, parent, or representative may submit a written petition to the appropriate campus Attendance Review Committee requesting the awarding of credit. The campus Attendance Review Committee shall review the student's entire attendance record and reasons for absences and to determine whether to award credit. Petitions for credit may be filed at any time the student receives notice, but in any event no later than 30 days after the last day of classes. Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school. [See policy FEC (LOCAL)]

ABSENCE PROCEDURES

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day during the second instructional hour at 10:00 a.m. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below:

1. When a student must be absent, the student, upon arrival or return to school, must bring documentation that describes the reason for the absence. Documentation for all excused absences must be submitted within 48 hours after the absence has occurred. Parent notes may be used to excuse a total of 8 absences for the school year. All notes should include the date the note was written, dates of absence(s) and student ID#. The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.
2. Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.
3. A student absent for any reason should promptly make up specific assignments missed. Absences made up during Saturday school, after school or credit recovery DO NOT make up the absences for the purpose of truancy court.
4. If a student has an appointment with a health care professional, the student may be counted present for the day if: the student attends class sometime during the day of the appointment, either before or after the appointment; the school sign-in/out sheet supports the appointment; and the student provides written documentation from the health care professional for his/her presence at the appointment. The student is responsible for completing any assignments missed.
5. A student who is tardy to class will be subject to the consequences established at each campus in accordance with the possible consequences in the *SAISD Student Code of Conduct*.
6. Students and parents should be aware of specific school procedures for contacting the Attendance Office at each school.
7. A student absent from school may not be allowed to participate in school-related activities on that day or evening.
8. Excessive absences may result in a violation of compulsory attendance laws and the *Student Code of Conduct*. Such violations may result in the loss of course/grade credit, court action, and/or monetary fines.

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding "attendance for credit or final grade." [See also **Attendance for Credit or Final Grade** above.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than regular dismissal hours except with the permission of the principal/designee or according to the campus sign-out procedures. State law requires students to attend school each day for the entire period the program of instruction is provided.

State law allows a student to be excused from school attendance for a temporary absence for any reason acceptable to the teacher, principal, or superintendent. Additionally, students will be excused for the purpose of attending religious holy days, including travel for that purpose; temporary absences resulting from a visit to a health care professional if the student commences classes or returns to school on the same day of the appointment; and required court appearances including travel to and from the court

appearance. Students being released from school for other reasons may receive an unexcused partial absence, which may be a violation of the compulsory attendance laws.

Person(s) who request a student's release MUST provide personal identification prior to the release of a student. A person picking up a student must wait in the office/clinic area for the student to be released. A student who needs to leave school during the day must bring a note from his/her parent that morning. The note should include a telephone number or other method of contact during the day for verification by school staff.

A student who becomes ill during the day should, with the teacher's permission, report to the school nurse. The nurse will decide if the student is so ill that the parent should be contacted to pick up the child from school. It is the responsibility of the parent and the student to provide at least one emergency telephone number so that parents can be notified immediately, if necessary. A parent note or doctor's note must be received for any partial day absence such as when a student leaves school early or arrives late. Failure to provide a note may result in court action for truancy.

TARDINESS

A student is considered tardy if:

1. A student is not in his/her assigned area when the class bell rings, and the teacher is unaware of the student's whereabouts;
2. An elementary/academy student departs from school earlier than the official dismissal time;
3. A student enters his/her assigned area after the class bell rings.

All tardies will be recorded on the student grade card. Each campus has specific tardy consequences that are communicated to the parent/legal guardian.

DRIVER LICENSE ATTENDANCE VERIFICATION

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license. For those students who are unaccompanied and McKinney-Vento eligible, please consult with Estella Garza; 227-1206.

STUDENT TRANSFERS WITHIN THE DISTRICT

Generally, a student must be enrolled in the school designated for the student's attendance zone (i.e., the student's home school). The home principal and transfer principal will consider a parent request for the transfer of any student from one school to another according to the guidelines in this section. The decision concerning any transfer shall be based upon various factors, and neither a student's national origin nor ancestral language shall be a basis for denial. A request may be denied or revoked on any reasonable basis determined by the District.

The *Transfer Application* is to be completed by parents who request a transfer for a child from their residential attendance zone to another school within the SAISD. Parents are asked to submit documentation to support a claim that a transfer, if granted, will alleviate or help alleviate an extremely serious or crisis situation. Such documentation is not required, but it will increase the chance of approval. Also, if the reason for the request is based upon the parent's complaint(s) against the campus pertaining to how the student has been handled or other issues, the principal shall not forward the application as a transfer request until the principal has attempted to resolve the complaint at the campus level.

The student shall be enrolled in the home school pending any decision regarding a transfer to another school. All requests for transfers shall only be made after the student is enrolled in the home school, except for those made in advance for the coming school year as explained in this section. Requests for transfers that are approved for the ensuing school year shall not require enrollment in the home school if the parent completes the entire transfer request process (Sections A, B, and C of the *Transfer Application*) by August 1st. Any transfer requests after August 1st for the current school year, will be handled on a case-by-case basis. The parent shall sign the Terms & Conditions when any transfer is granted.

1. Term of transfer: A transfer is considered valid as long as the student and parent comply with all of these conditions and the transfer is not revoked for any reason by the Superintendent's designee. The transfer does not need to be renewed at any time.
2. A transferred student must remain a student in good standing, maintaining satisfactory attendance and exhibiting satisfactory conduct, including dress code compliance; otherwise, the receiving principal may recommend that the transfer be revoked and that the student be returned to the home school at the end of the 1st, 2nd, or 4th grading periods.
3. Transfer approvals will be based on space availability, staffing ratios, or other District factors.
4. A transferred student shall be responsible for complying with the policies and rules in the *SAISD Student Code of Conduct* and the school rules of the receiving campus and shall be subject to disciplinary consequences as established in the *SAISD Student Code of Conduct*. Repeated or serious violations may be cause for revocation of a transfer.
5. A transferred student shall be responsible for maintaining attendance as required by law. The school shall take action against the parent and/or the student in accordance with compulsory attendance laws. Unsatisfactory attendance may be cause for revocation of a transfer.
6. In order to participate in University Interscholastic League (UIL) activities, the student must meet UIL eligibility requirements. A transfer to another campus may adversely affect the student's ability to participate in UIL sanctioned extracurricular activities.

7. Transportation for students receiving special education or Section 504 services will continue to be provided if the student's ARD/Section 504 Committee has previously determined that transportation is required as a related service for the student. Transportation shall NOT be provided by the District for other approved transfers.
8. A student will be allowed only **one** transfer by parent request during the school year.
9. The approval of a transfer for one student shall not be considered grounds for transfer of other family members.
10. Students who are victims of bullying, sexual assault, aggravated sexual assault, or continuous sexual abuse from another student may request inter-district transfers as provided by board policy. In such event, all or some of the procedures may be suspended as appropriate.

Please note: The following placements are not considered transfers, and the transfer procedures do **not** apply: students in bilingual/ESL programs whose home campus does not provide the program enroll automatically in the school providing the service; students admitted into a magnet program; students who are placed at another elementary school because the home elementary school is capped at the child's grade level.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact the principal for information about this opportunity.

SCHOOL SAFETY TRANSFERS/ASSIGNMENTS

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the District to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information. [See Bullying below and policy FDB and policy FFI.]
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the Board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
- Request the transfer of your child to attend a safe public school in the district if your child attends a school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL)]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.]

STUDENT TRANSFERS FROM OTHER DISTRICTS (NONRESIDENTS)

SAISD does not allow students who do not reside within District boundaries to enroll in the District schools, except in certain circumstances. Board policy FDA (LOCAL) lists the following exceptions to the residency requirement:

1. Nonresident students who have been admitted to Magnet or Charter programs, following approval in accordance with Administrative Procedures;
2. Children of nonresident, full-time District employees, following approval in accordance with Administrative Procedures;
3. Resident students who become nonresidents during a semester may be permitted to continue in the District school for the remainder of the semester or term, following parent request and recommendation by the principal and approval in accordance with Administrative Procedures; and
4. Graduating seniors must have attended District schools for at least the two previous years, may be permitted to continue in the District for the remainder of the semester or term, following parent request and recommendation by the principal and approval in accordance with Administrative Procedures.
5. Nonresident students in all other circumstances, aside from those listed in items 1-4 above, must be approved by the Superintendent or designee to be admitted to District schools.

Out of District transfer students **must** re-apply before each school year. Parents must complete a *Nonresident Transfer Application* and submit it to the principal, who shall forward it to the Admissions and Hearing Office for review.

WITHDRAWAL FROM SCHOOL

A parent wishing to withdraw a student from school should notify or call the school at least 24 hours prior to withdrawal for information on specific procedures and times for withdrawals. The principal or other administrator will verify the information when the parent arrives to provide the name of the new school, new home address, and phone number, if applicable, to the withdrawal. The formal withdrawal request must be signed for use as documentation that the students will continue to be enrolled in a school as required by the compulsory attendance laws.

IV: HEALTH AND NUTRITION SERVICES

HEALTH SERVICES AND MEDICAL TREATMENT

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever of 100 degrees or higher, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions. Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Emergency Medical Treatment

If a student should have a medical emergency at school or at a school-related activity when the parent cannot be reached, the school must have written parental consent to obtain emergency medical treatment. Therefore, parents are asked to complete the consent portion of the *Student Registration Data* form, an official registration document. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies to medications, etc.) Please contact the school nurse to update any information. If, in the opinion of the campus administrator or school nurse, a life-threatening emergency occurs, EMS will be called.

At least one automated external defibrillator will be made available on each campus in the district as well as Alamo Stadium and the Spring Sports Complex and in compliance with UIL regulations. For more information regarding the requirements and rules regarding automated external defibrillators on a school district campus, contact the campus administration.

Health/Accident Insurance for Students

If a student is injured at school or at a school-related activity, the District is **not** responsible for medical expenses associated with the student's injury. The District does make available after the school year begins, an optional, low-cost student accident insurance program to assist parents. Information about this program may be obtained at the school office or by contacting the SAISD Employee Benefits & Risk Management Department at (210) 554-8662.

Also, a student whose family earns too much to qualify for Medicaid but still cannot afford health insurance may be eligible for subsidized health insurance through a state program called CHIP (Children's Health Insurance Program). Parents may contact the school nurse for information.

Immunizations

A student is required to present proof of immunizations as required by Texas State law for school attendance. Proof of immunization may be personal records from a licensed health care provider or public health clinic validated by signature or stamp. A student who is homeless, as defined in the McKinney-Vento Homeless Education Act, or a student who is a dependent of an active duty military service member, shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available.

Information in English and Spanish is available on an easy-to-read chart on the Department of State Health Services website at www.dshs.state.tx.us/immunize/docs/school, or you may acquire this information from a campus nurse. Additionally, go to the District's website for information regarding the following: (1) the immunizations required for admissions to public school; (2) any immunizations or vaccines recommended for public school students by the Department of State Health Services; (3) health clinics in the District known to the District that offer immunizations for vaccine-preventable diseases; and (4) a link to the Department of State Health Services Internet website.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

Exemptions from compliance are allowed for an individual by obtaining an exemption for medical reasons or reasons of conscience, including religious beliefs. To obtain a medical exemption, the student must present a statement signed by a health care provider licensed to practice medicine in the United States that indicates the immunization required would be harmful to the health and well-being of the student or a member of the student's family or household. Unless a lifelong condition is specified, the exemption is valid for one year from the date signed by the health care provider and must be renewed every year for the exclusion to remain in effect. To obtain an exemption due to reasons of conscience, including religious beliefs, the parent or guardian must request the exemption by submitting an official Department of State Health Services affidavit form that has been notarized. The form may be obtained online at <https://webds.dshs.state.tx.us/immco/default.aspx>. Written requests for the official affidavit form must be submitted through the U.S. Postal Service, commercial carrier, fax, or by hand-delivery to:

Department of State Health Services, Immunization Branch (MC 1946), P.O. Box 149347, Austin, TX 78714-9347. Hand Delivery: Department of State Health Services, Immunization Branch (MC 1946), 1100 West 49th Street, Austin, TX 78756.

The official Texas Department of State Health Services affidavit form must be notarized and submitted to school officials within 90 days from the date it is notarized. The exemption is good for two years from the date notarized. Students who had a religious exemption on file before September 1, 2003 do not need a new vaccine exemption affidavit form.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement. [For further information, see policy FFAB(LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

Mandated Screenings

The school nurse conducts vision and hearing screenings as required by the Special Senses and Communication Disorders Act for all students in PK, K, 1st, 3rd, 5th, 7th, and students in other grades entering SAISD for the first time. Additionally, the school nurse conducts vision and hearing screenings for students at all other grade levels upon referral by the parents, school staff, or upon self-referral by the student. Students who do not pass the screening tests are referred to a health care provider for further testing. It is the parent's responsibility to select a provider of their choice and to pay for the professional services.

The school nurse conducts spinal screening as required in grades 6 and 9. School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent. Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

The school nurse conducts screening for the Texas Risk Assessment for Type 2 Diabetes in Children Program as required for students in grades 1st, 3, 5, and 7. Requirements for all screenings are met if the parent provides the results of the screening conducted by a state-licensed health care provider to the school nurse.

Medicine at School

The parent must submit a written request when a student must take medicine during the school day, along with the medicine, in its original, properly labeled container, to the school nurse. Such written permission is required for both prescription and non-prescription medication, regardless of the length of time the medication is to be taken. Forms are available from the school nurse. Medication to be taken for more than ten days requires a doctor's signature on the form. Medications not listed by the U.S. Pharmacopoeia and not approved by the FDA may not be administered at school. Also, sample medicine or medicine obtained from outside the U.S. will not be administered at school. Students are not permitted to carry any prescription or over-the-counter medicines at school or at school-related activities, with the exception of prescription asthma medicine or medicine for anaphylaxis. The prescription label must show that the medicine has been prescribed for that student, the self-administration –must be in compliance with the prescription or written instruction from the student's physician or other licensed health care provider, and the student's parent provides the school with a written statement from the physician or other licensed health care provider indicating that the student is capable of self-administration and, with respect to the medication, state the name, purpose, dosage, administration times or circumstances, and the period for which it is prescribed.

Sunscreen

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. If a student needs sunscreen administered during the school day, the sunscreen must be given to the school nurse to be applied in the clinic. Students participating in after-school activities should give their sunscreen to their activity leader.

Insect Repellent

During seasons when mosquitoes are active, students are encouraged to apply insect repellent before going to school. Students participating in after-school activities should take insect repellent to school with them to be given to their activity leader. The leader will allow use of the repellent prior to outdoor activities.

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. A student participating in UIL sanctioned athletic activities may be required to participate in random testing for illegal steroid use in accordance with state law and rules. More information on the UIL testing program may be found on the UIL Website at <http://www.uil.texas.edu/athletics/health/steriod.html>.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If inspection indicates that a student has live head lice, the school nurse will contact the student's parent to determine whether the child will need to be

picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. Follow the directions carefully, including application of a second treatment as recommended. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Outside Counselors

Before a student is referred to an outside counselor for care or treatment of a chemical dependency or psychological condition, the District will obtain written, informed consent from the parent. This parental right is set forth in detail in Texas Education Code Section 38.010. Any request by a parent or legal guardian for an outside counselor to work with his/her child must be approved by the school principal; if approved, such requests shall be coordinated in a manner that minimizes interruptions to the student's instructional day.

Bacterial Meningitis

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

- What is meningitis?

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

- What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

Get your child vaccinated according to the TDSHS immunization schedule. Vaccination is safe and effective and the best way to help protect preteens and teens from certain types of bacterial meningitis. The vaccination can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.*

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

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

You should seek prompt medical attention.

- Where can you get more information?

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

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

Tobacco and E-Cigarettes

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes or any other electronic vaporizing device, while on school property at any time or while attending an off campus school-related activity. The District and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes and any other electronic vaporizing device, by students and others on school property or at school-sponsored or school-related activities. See the Student Code of Conduct and policy GKA(LOCAL).

SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

The School Health Advisory Council (SHAC) assists the District with ensuring that local community values are reflected in the District's health education instruction. The SHAC is a group of individuals, representative of segments of the community, who are dedicated to creating a healthy environment in which students will succeed.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. During the preceding school year, the district's School Health Advisory Council held 9 meetings: June 22, 2017, August 24, 2017, October 26, 2017, December 7, 2017, February 15, 2018, April 19, 2018, May 24, 2018, June 28, 2018, and July 19, 2018. Additional information regarding the district's SHAC is available from the office of Student Health Services. [See also policies at BDF and EHAA.]

STUDENT MEDICAL RECORDS

The parent or guardian of a student is entitled to access to the medical records of the student maintained by the District. The parent or guardian has right to request a copy of the student's medical records. Upon payment of the appropriate fee, the District must provide a copy of the student's medical records to the parent or guardian. These rights are set forth in the Texas Education Code, Sections 38.011 and 38.0095.

FOOD ALLERGY MANAGEMENT PLAN

The District has developed and will implement a student food allergy management plan that includes the components below. The District has procedures to limit the risk posed to students with food allergies, and these procedures include:

1. Specialized training for employees responsible for the development, implementation, and monitoring of the District's food allergy management plan.
2. Awareness training for employees regarding signs and symptoms of food allergies and emergency response in the event of an anaphylactic reaction.
3. General strategies to reduce the risk of exposure to common food allergens.
4. Methods for requesting specific food allergy information from a parent of a student with a diagnosed food allergy. [See FD]
5. Annual review of the District's food allergy management plan

Students at Risk for Anaphylaxis

The District has procedures regarding the care of students with diagnosed food allergies who are at risk for anaphylaxis, and these procedures include:

1. Development and implementation of food allergy action plans, emergency action plans, individualized health-care plans, and Section 504 plans, as appropriate.
2. Training, as necessary, for employees and others to implement each student's care plan, including strategies to reduce the student's risk of exposure to the diagnosed allergen.
3. Review of individual care plans and procedures periodically and after an anaphylactic reaction at school or at a school-related activity.

Information regarding the District's food allergy management plan is also available at each campus.

PHYSICAL EXAMINATIONS AND HEALTH SCREENINGS FOR UIL ACTIVITIES

A student desiring to participate in the UIL athletic program shall submit a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program. Parents must be notified in advance when physical examinations are held on campus. This required examination shall be conducted during the spring semesters before the fall of the first year of middle school competition and the fall of the first and third years of high school competition. In other years, the student shall complete a medical appraisal form. A student may be required to have a physical examination based on answers to the appraisal form. The District may provide additional screening as District and community resources permit. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

CHILD NUTRITION SERVICES

San Antonio ISD Child Nutrition Services offers breakfast and lunch daily. Snacks and after-school meals are provided for students in the after school educational programs. All meals and snacks comply with the nutritional requirements and program regulations administered by the Texas Department of Agriculture and the United States Department of Agriculture, including the Texas Nutrition Policy (Texas Administrative Code Chapter 26) and USDA'S Smart Snacks in School (Federal Register 7 CFR Parts 210 and 220).

Meals served Free of Charge

Starting with the 2014-15 school year, SAISD will provide free meals to all students through a provision of the National School Lunch Program called Community Eligibility. The Community Eligibility Provision gives eligible school districts with high percentages of low-income children the option to offer free meals to all children in eligible schools without collecting meal applications. The program will be implemented in all schools that qualify to participate. Meal applications will be collected in the schools that do not qualify and local funds will be provided to Child Nutrition so that breakfast and lunch can be provided free of charge to students for those sites. This new program will be a welcome benefit for all SAISD students and families.

Pre-K and Head Start Family-Style Meals

Pre-K and Head Start students receive family style meals as part of the program. Students may not bring food from home.

Menus

The current month's breakfast and lunch menus can be found at the SAISD Child Nutrition Services website under Menus at <http://www.saisd.net/dept/foodnutrition/>.

Special Diets

The US Department of Agriculture's (USDA) nondiscrimination regulation, as well as the regulations governing the National School Lunch Program (NSLP) and School Breakfast Program (SBP), makes it clear that substitutions to the regular meal must be made for children who have disabilities certified by a licensed physician. The nature of the child's disability, the reason the disability prevents the child from eating the regular school meal and the specific substitutions needed must be specified in the statement signed by the licensed physician. Each diet order will be reviewed on a case-by-case basis by the Child Nutrition Service (FCNS) Department's Registered Dietitians and other nutrition professionals. Documentation of the need for special meals must be updated yearly and should be provided to the school nurse.

Generally, food allergies or food intolerances are not considered a disability as defined under either section 504 of the Rehabilitation Act or Part B of Individuals with Disabilities Education Act (IDEA). The FCNS may, but is not required to make food substitutions for them. However, if the licensed physician determines that "food allergies may result in severe, life threatening (anaphylactic) reactions, the child's condition would meet the definition of "disability," and the substitutions prescribed by the licensed physician must be made.

The required special diet form can be found on the SAISD Child Nutrition Services main web page: <http://www.saisd.net/dept/foodnutrition/>. Look under "Special Diets".

Competitive Foods

Competitive Foods are not permitted at any time during the school day. Competitive foods are any food or beverage made available to the student that is not purchased from the school cafeteria.

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the principal or cafeteria manager. [See policies CO (LEGAL) and FFA]

Celebrations

Although a parent or grandparent is not prohibited from providing food for a school-designated celebration day or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

V: PARENT RIGHTS AND RESPONSIBILITIES

This section of the Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

CAMPUS HANDBOOKS

Each SAISD campus has the option of distributing a student handbook with specific guidelines and rules of operation pertaining to a particular campus. A campus student handbook, while separate and distinct from the SAISD Student Code of Conduct, must be consistent with the SAISD Student Code of Conduct and must not contradict or conflict with a provision in the Student Code of Conduct. It is allowable for a campus handbook to be more stringent than the Student Code of Conduct. If a question arises concerning whether a provision of a student handbook is consistent with the SAISD Student Code of Conduct, the Superintendent or designee shall review the provision in question and make a determination. Please note that the term "parent", unless otherwise noted, will refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for the student.

COMPLAINTS/CONCERNS OF PARENTS OR STUDENTS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher, counselor, or other staff member. If a conference is preferred, the parent should make an appointment with the appropriate teacher or other campus staff member to discuss the concern. Each parent conference or meeting will begin with establishing ground rules. If the concern remains unresolved following the discussion with the teacher or other staff member, the parent or student shall discuss the situation with the campus principal within fifteen (15) days of the time the student or parent knew or should have known of the event causing the concern.

Although in most cases, parent and student concerns are resolved at the campus level, the District has adopted a standard policy [FNG (LOCAL)] that outlines the steps to be taken if the situation is unresolved after a discussion with the principal. A copy of this policy may be obtained on the district's website at www.saisd.net. The parent or student shall contact the Parent and Family Engagement Department within ten District work days following receipt of a response from the principal or if no response is received within ten days of the response deadline.

The Director of the Parent and Family Engagement Department, or designee, will attempt to resolve the complaint prior to a formal conference with the parent or student. However, if a formal conference between the Director and the parent or student is necessary, either before or during the conference, the parent or student shall submit a written complaint to the Director. This written complaint must explain the complaint, any evidence in its support, the solution sought, and the date of the conference with the principal, and the signature of the person presenting the complaint.

If the parent or student remains dissatisfied with the decision, he/she may request a conference with the Superintendent/designee within ten (10) District workdays following receipt of a response from the Director or if no response is received within ten days of the response deadline. Either before or during the conference, the parent or student shall submit a written complaint to the Superintendent/designee that explains the complaint, any evidence in its support, the solution sought, and the date of the conference with the Director, and the signature of the person presenting the complaint.

Following the response from the Superintendent/designee, the parent or student may appeal that decision to the Board of Trustees following the procedure outlined in policy FNG (LOCAL).

PREPAREDNESS DRILLS

Fire Drills

Fire drills are conducted with suggestions from the San Antonio Fire Department and in cooperation with the state organization for fire prevention. The drills are a precautionary measure for the safety of the students. Instructions are posted in each room to provide guidance. Students will leave the building in a manner prescribed for each classroom. When an alarm is sounded, all students should immediately leave the room as directed by the teacher and proceed to the designated exit. They should walk in an orderly manner without talking or pushing. When the students reach the safety zone, they should turn and face the building while remaining in line. In case of an obstructed fire drill in which an exit is blocked, the students should then proceed to an alternate exit. In doing so, care should be taken to stay in line. Students will be instructed at their campus as to what signals indicate a fire alarm.

Lockdown Drills

Lock-down drills may be conducted to prepare schools for emergency situations when students and staff may be in imminent danger of serious bodily injury. Each campus has a lock-down procedure specific to that campus. This procedure is communicated to appropriate personnel at each campus.

Tornado/Disaster Drills

Tornado/disaster drills are conducted at the schools for the safety of the students. Strict discipline will be enforced during these drills. During drills, students are to go to a designated area away from windows and doors. Students will be instructed in the proper position after reaching the designated area.

EMERGENCY SCHOOL CLOSINGS

When weather or another emergency makes it necessary to close schools, information on school closings will be communicated through the District Parent Notification System, broadcast on late night or early morning radio and television. Each year, parents are asked to complete the emergency release information on the student's registration data card in the event that school is dismissed early or opening is delayed because of severe weather or another emergency.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

INSTRUCTIONAL MATERIALS AND SURVEYS

The Board of Trustees has guidelines to ensure that written consent is obtained from the parent/legal guardian entitled to enroll a student to participate in those activities for which the District requires parental consent.

The Protection of Pupil Rights Act sets forth requirements regarding inspection of instructional materials and limitations on surveys and evaluations. These requirements are:

1. Inspection of instructional materials by parents or guardians: All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program would be available for inspection by the parents or guardians of the children. You are entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.
2. Limits on survey, analysis, or evaluations: No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:
 - a. Political affiliations or beliefs of the student or student's parents;
 - b. Mental and psychological problems potentially embarrassing to the student or his family;
 - c. Sexual behavior and attitudes;
 - d. Illegal, anti-social, self-incriminating and demeaning behavior;
 - e. Critical appraisals of other individuals with whom respondents have close family relationships;
 - f. Legally recognized privileged or analogous relationships, such as those of lawyers, doctors, and ministers;
 - g. Income, other than that required by law to determine eligibility for participation in a program to receive financial assistance under such program;
 - h. Religious beliefs, affiliations, or beliefs of the student or student's parents; or
Other matters that are of a personal or family nature without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an un-emancipated minor, without the prior written consent of the parent.
3. As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

MUTUAL RESPECT OF RIGHTS

Members of the SAISD community must respect the rights of each other. SAISD officials, teachers, parents, and students will not retaliate, intimidate, interrogate or harass any other member of the District community for exercising their rights.

NONDISCRIMINATION POLICY

In its efforts to promote nondiscrimination, SAISD does not discriminate on the basis of race, religion, color, national origin, gender, gender identity, gender expression, sexual orientation, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Victoria Bustos, Director, Student Support Services, 406 Barrera, San Antonio, TX 78210, (210) 223-1506.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jacqueline Valadez, Dyslexia Coordinator and Section 504 Supervisor, 406 Barrera, San Antonio, TX 78210, (210) 223-1506.
- All other concerns regarding discrimination: Superintendent Pedro Martinez, at 141 Lavaca, San Antonio, TX 78210, (210) 554-2280.

PARENTAL CONSENT

SAISD requires consent for certain activities. An employee of the District must obtain the written consent of a child's parent before the employee may:

1. Conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required under Texas Education Code Section 38.004 or state or federal law regarding requirements for special education.
2. Make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice.

An employee is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:

1. Purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
2. A purpose related to a co-curricular or extracurricular activity;
3. A purpose related to regular classroom instruction;
4. Media coverage of the school; or
5. When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the District shall obtain parental consent before displaying students' artwork, special projects, photographs or videos produced by students, and the like on the District's Web site, a website affiliated with the district, such as a campus or classroom website, and in district publications, which may include printed material, video, or by any other method of mass communication.

SAISD policy requires that the School District shall obtain and keep as part of the student's permanent record, written consent of the parent or legal guardian if required by law. The consent form shall include specific information on the content of the program and the types of activities in which the student is involved.

PARENTAL RIGHTS

1. Parents may, by written petition, either request the assignment or transfer of their child to a designated school or to a school to be designated by the board, and file an objection to the assignment of their child to the school to which the student has been assigned. A parent is entitled to petition the board, pursuant to Administrative Procedure, designating the school in the District that the parent's child will attend; transportation is not provided for a transfer.
2. Parents are allowed reasonable access to the school principal, or a designated administrator, with the authority to reassign a student, or to request a change in the class or teacher to which their child has/have been assigned;
3. Parents may request:
 - a. the addition of an academic class to their child's curriculum in keeping with the required curriculum (there must also be sufficient interest shown to make it economically practical to offer the class),
 - b. that their child be allowed to attend a class for credit above their child's grade level (unless a representative of the Board of Trustees expects that the child cannot perform satisfactorily in the class),
 - c. that their child be allowed to graduate from high school earlier than the child would have graduated (provided that their child has completed all graduation requirements), and;
 - d. to have a child who graduates early, as provided above, participate in graduation ceremonies at the time the child graduates.

(The decision of the Board of Trustees concerning a request described in 2 or 3 is final and may not be appealed.)
4. Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential education records. Release is restricted to:
 - a. Parents, whether married, separated, or divorced, unless the school is given a court order terminating parental rights. Federal law requires that, as soon as a student becomes 18 or is emancipated by a court or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
 - b. Records accessible by a parent include: Test scores, attendance records, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, teacher and counselor evaluations, reports of behavioral patterns, records relating to assistance provided for learning difficulties (including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law), state assessment instruments that have been administered to your child, and teaching materials and tests used in your child's classroom. Parents must follow procedures under Student Records to request access to those records.
5. Parents may have access to a copy of each published state assessment instrument administered under Texas Education Code Section 39.023 to their child.
6. Parents may request information regarding any state or district policy related to their child's participation in assessment required by federal law, state law, or the district.
7. Parents may have the opportunity to review:
 - a. All teaching materials, textbooks, and other teaching aids used in the classroom of their child;
 - b. Each test administered to their child, after the test has been administered;
8. Parents may have access to any meeting of the San Antonio Independent School District Board of Trustees, except those meetings that are closed to the public under the provisions of the Texas Open Meetings Act;
9. Parents may receive full information regarding school activities of their child, unless the District is directed otherwise in the course of a law enforcement investigation into child abuse.
10. A parent may remove their child temporarily from a class or other school activity that conflicts with the parent's religious or moral beliefs provided that the parent present or deliver to their child's teacher a written statement authorizing the removal of their child from the class or other activity. This right does not allow the parent to remove his/her child from a class or other school activity to avoid a test or to prevent his/her child from taking a subject for an entire semester. These rights are set forth in the Texas Education Code, Sections 25.033 and 26.001 to 26.012.
11. Parents of children receiving special education services receive a Procedural Safeguards pamphlet that describes their rights and due process.
12. To request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the state flag, the request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows.
13. To request that your child be excused from reciting a portion of the text of the Declaration of Independence during Celebrate Freedom Week, the request must be in writing. State law requires the recitation as part of social studies classes in grades 3-12 unless (1) you provide a written statement requesting that your child be excused and (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.
14. As a parent, you also have the right to receive notice and opt your child out of participating in:
 - a. Any survey concerning private information as listed in the Instructional Materials and Survey section.
 - b. School activities involving collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information.

- c. Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. [Exceptions are hearing, vision, scoliosis, or Acanthosis screenings, or any physical exam or screening permitted or required under state law. (See policies EF and FFAA)]
15. Not later than the 14th days after the first day of enrollment, the parent of multiple birth siblings may request in writing that the school place the siblings in the same or separate classrooms. A parent's request will be honored unless it requires school to add an additional class to the grade level. However, the principal may change the classroom after the first grading period if, after consultation with the teacher of each classroom, the placement is deemed "disruptive to the school." This right does not affect the decision of Admissions, Review, and Dismissal Committee regarding placement under federal special education laws or the teacher's right to remove student under state disciplinary laws. For more information regarding this option, contact the campus principal.
 16. As a parent, you may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. As a parent you also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
 17. Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal. The school may also offer tutorial services, which students whose grades are below 70 will be required to attend. Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.
 18. Your child's school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific request or needs related to how the district contacts you, please contact your child's principal.

PARENTAL AND FAMILY ENGAGEMENT/VOLUNTEERS/MENTORS

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects, comes to school each day prepared, rested, in appropriate attire and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Monitoring your child's academic progress and emotional and mental well-being and contacting teachers or other campus staff as needed.
- Attending scheduled conferences and requesting additional conferences as needed.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Becoming a school volunteer. There are numerous, rewarding opportunities to become a volunteer for the district. Volunteers will receive and must review the SAISD Volunteer Code of Ethics and Standards of Conduct. All volunteers must also complete a Criminal History Background Check and provide a copy of a valid driver's license. These forms are available through the school office. (See policy GKG.)
- Participating in parent organizations that support the campus.
- Serving as a parent representative on the District-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. For more information see the section on Site-Based Decision Making in this handbook. (See policies BQA and BQB.)
- Serving on the School Health Advisory Council that assists the District in ensuring local community values are reflected in health education instruction and other wellness issues. For more information review the information in the Health and Medical Section of the Student/Parent Handbook. (See policies BDF and EHAA).
- Participating in specific outside organizations that focus on parent involvement that are approved by the District, such as San Antonio Fighting Back, United Way Family-School-Community Partnership, PTA, etc.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.

Director of Parent and Family Engagement, may be reached at 554-2210. For parents of students participating in Title I programs, you may reach Barbara Rodriguez, Senior Director of Federal Programs, at 554-8321.

PARENTS OF STUDENTS WITH DISABILITIES

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other 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. However, the district is not required to provide transportation to the other children

in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL).]

Request for the Use of a Service/Assistance Animal

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

Students with Learning Difficulties Or Who Need Special Education or Section 504 Services

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

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

Special Education Referrals

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

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

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

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

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 Persons for Special Education/Section 504 Referrals

The designated persons to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education are your child's school counselor or Senior Executive Director, Department of Special Education at 225-2406.

The following Web sites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>
- [Legal Framework for the Child-Centered Special Education Process, at http://framework.esc18.net/display/Webforms/LandingPage.aspx](http://framework.esc18.net/display/Webforms/LandingPage.aspx)
- Special Education Information Center, at <http://www.spedtex.org/>

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of district professional personnel and one parent representative. Parents must consent to any services recommended by the LPAC for a LEP student. However, signed parental consent is required in order for an eligible student to receive the services. In addition, if a parent does not wish to have their student receive services, they must sign a waiver letter.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish may be administered to an ELL student up to grade 5. Eligible LEP students may also receive linguistic accommodations on the regular STAAR assessment, (refer to **Standardized Testing**). Linguistic accommodations are not applicable to the Spanish version of the STAAR assessment. Students whose parents have waived services are not eligible for linguistic accommodations on assessments. The Texas English Language Proficiency Assessment System (TELPAS) will be administered to LEP students who qualify for services as well as LEP students whose parents waive services. If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

EXTRACURRICULAR ACTIVITIES, CLUBS, ORGANIZATIONS, AND HONORARY PRIVILEGES

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students. Participation in extracurricular or school-related activities/events is an honorary privilege. The privilege to participate is granted by the school or district and participation may be denied based upon student violations of any rules, procedures, or policies of the district. Honorary privileges are granted for school activities such as, but not limited to prom, graduation ceremonies, senior trips, non-instructional field trips, etc. In addition, participation in school clubs and organizations, which are not governed by UIL, require parent permission.

Many of the activities are governed by the University Interscholastic League (UIL) – a statewide association of participating districts. However, eligibility for initial and continuing participation in many of these activities is also governed by state law, District policies, student code of conduct, as well as UIL rules. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uiltexas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or curriculum@tea.state.tx.us. [See <http://www.uiltexas.org> for additional information.]

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics or language other than English may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up a maximum of 10 absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of three absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor.

SCHOOL-SPONSORED TRIPS

Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. An exception may be made if the student's parent or guardian personally requests that the student be allowed to ride

with the parent or presents a written request to the principal the day before the scheduled trip that the student be allowed to ride with an adult designated by the parent.

STANDARDS OF BEHAVIOR

Some organizations and performing groups, such as the band, drill team or pep squad, may establish and enforce standards of behavior – including consequences for misbehavior that are stricter than those for students in general or provided in the *SAISD Student Code of Conduct* (for instance, merits and demerits may be established). Such standards of behavior are hereby recognized and approved by the District. If a violation is also a violation of school rules, the consequences specified by the *SAISD Student Code of Conduct*, by local procedure, or board policy will apply in addition to any consequences by the organization. All such behavior codes are approved by the Superintendent and Board of Trustees. Parents may consult with the sponsor or principal when questions arise.

SCHOOL PARTIES, CELEBRATIONS, AND DELIVERIES

There are three designated months in which campuses may select to have school or class parties. The three months are October, December, and June. The guidelines for providing refreshments on these three designated dates include:

- All snacks/refreshments shall be store bought.
- All snacks/refreshments shall be individually wrapped or packaged.
- Snacks/refreshments that do not meet nutrition guidelines may only be provided on the three designated school celebration days.

In order to honor instructional time and to minimize classroom interruptions, we request that student deliveries of items such as flowers, cookie bouquets, etc. **not** be made to campuses.

Note: Only one day during October, December and June may be used for an approved waiver day from the Texas Nutrition Policy. All classroom or school parties must be held on the same day for all grade levels.

CAMPUS LEADERSHIP TEAM (CLT)

District policies, in response to legal mandates, establish teams at the overall District level and the campus level to act in an advisory capacity on educational goals and objectives. Every school has a Campus Leadership Team (CLT) that is composed of parents, community and business representatives, classroom teachers, other professional, paraprofessional, and classified staff members, and students (grades four and above). The CLT meets regularly and serves as an advisory group to the principal on matters related to development of the Campus Improvement Plan - planning, budgeting, staffing patterns, curriculum, and organization. Although employees are elected to the CLT, parents, students, and community and business members are drawn from the names of those who volunteer to serve. Parents also have an opportunity to serve on the District Leadership Team as a parent representative from the Campus Leadership Team. Parents are encouraged to contact the principal for information about involvement in the CLT.

STUDENT EDUCATION RECORDS

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential education records. Release is restricted to:

1. Parents, whether married, separated, or divorced- unless the school is given a court order terminating parental rights. Federal law requires that, as soon as a student becomes 18 or is emancipated by a court or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
2. District staff members who have what federal law refers to as "legitimate educational interest" in a student's records. "Legitimate educational interest" in a student's records includes working with the student: considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities, compiling statistical data; or investigating or evaluating programs. Such persons would include school officials, school staff members, or an agent of the district or working on behalf of the district. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
3. Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
4. Individuals or entities granted access in response to a subpoena or court order.
5. A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she subsequently enrolls.

Release to any other person or agency- such as a prospective employer or for a scholarship application- will occur only with parental or student permission as appropriate. The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated.

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the district will either provide a copy of the records requested or make other arrangements for the parent or student

to review these records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. If the district refuses the request to amend the records, the requestor has a right to request a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG (LOCAL).

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent. The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

The District's policy regarding student records, policy FL, is available on the district's website at <http://pol.tasb.org/Home/Index/176>. Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington DC 20202-5901

Record Retention

All student records are retained according to the Texas State Library and Archives Commission regulations. Elementary and middle school records are destroyed after a 5-year retention period and High School Academic Achievement Records are permanently retained. Schools keep records for withdrawn students for 2 years before forwarding them to PEIMS and Student Data Services. Records of graduated students are kept at the high school for 6 months and then forwarded to PEIMS and Student Data Services.

SCHOOL FACILITIES

Pest Control Information

In accordance with Board policy and the Texas Structural Pest Control Act, Article 135b-6, the San Antonio Independent School District hereby notifies parents, guardians, and managing conservators of students that pesticides are periodically applied at District facilities and that information about the application of pesticides is available upon request through the school principal.

Asbestos Management Plan

As required by Environmental Protection Agency regulation 40 CFR Part 763.84, the San Antonio Independent School District hereby notifies workers and building occupants, or their legal guardians, that an Asbestos Management Plan (AMP) is available for review at each campus library unless otherwise posted. The asbestos-containing materials at each campus are monitored during six-month surveillance and re-inspected every three years by a licensed asbestos inspector. Please contact the SAISD asbestos designated person at 210-554-2420 if you have any questions regarding your campus AMP.

VIDEO CAMERAS

For safety purposes, video/audio equipment may be used to monitor student behavior on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal/designee will review the video/audio recordings routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*. Video/audio tapes are subject to release or viewing in compliance with Family and Educational Rights and Privacy Act.

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the Board of Trustees, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services. The district will provide notice to you. Please speak directly with the principal or contact the office of Policies and Public Information at 210-554-8480 for further information or to request the installation and operation of this equipment. [See EHBAF(LOCAL).]

VISITORS

To maintain the safety and security of the campus for the students and staff, the District requires that **all** visitors, including parents, first report to the main office where they will be asked to sign in, declare their purpose for the visit, and obtain authorization for the visit. When arriving on campus, all parents and other visitors should be prepared to show identification. School officials shall prohibit and, if appropriate, remove any unauthorized person from the campus. Police, fire, EMS, and other official "first responders" are not required to report to the office but shall immediately respond to the area where they are needed. These officials do not need "visitor" badges, nor shall they be required to produce a Texas Drivers' License for scanning into visitor software.

Visits to classrooms during instructional time are permitted **only** with approval of the principal/designee and teacher, so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Visits to other areas, such as the cafeteria during lunch, are also subject to approval by the principal/designee, and visitors are required to report to the main office to sign in and receive authorization prior to entering these areas. At the conclusion of the visit, the visitors must return to the main office and sign out.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL). [See also Student Code of Conduct.]

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

WAIVER OF FEES/FINES

If a student and his/her parent can present evidence of inability to pay a fee or deposit required by the school, the student and parent must present this evidence to the principal for consideration of a fee waiver. Upon receipt by the District of reliable proof that a student and parent are unable to pay, the principal shall waive the fee, fine or deposit. [Board policy FP (LOCAL)]

ELECTRONIC COMMUNICATION SYSTEM

The San Antonio ISD has established a District-wide electronic communications system to facilitate the educational process. Along with this resource are associated responsibilities. Though all training in the use of the District's telecommunications network emphasizes the ethical use of this resource, it is possible that your child may come across some materials you might find unacceptable. While the District takes reasonable steps to prevent access to such material through electronic filtering and classroom management, it is not possible for the District to guarantee that it can completely prevent such access. The rules listed in this handbook are for appropriate use and are expected to be followed at all times while accessing the District's electronic communications system.

NOTE: SAISD provides each student with a filtered Email account. This account is not usable unless activated at the discretion of the campus or teacher. The account is for educational uses only.

Employee Use of Electronic Media with Students

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by District guidelines. For example, a teacher may set up a social networking page ("professional page") for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

PARENT'S PHOTO ID

The identity of the person enrolling a child must be verified by a valid photo identification. The preferable options for a photo ID are a driver's license, military ID, or other government-issued identification. Expired IDs are acceptable if the person has no other ID. Staff may not deny enrollment when a parent does not possess a photo ID. (Having a valid photo ID is a recommended practice for campus safety purposes; it is not a legal pre-condition to student enrollment.) If the parent does not have an ID, it is recommended that staff take a picture of the person enrolling, using a staff member's camera or cell phone and use that picture for identification purposes. Campus staff should request that the person return with a valid photo ID at a later date, if possible.

VI: STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS AND RESPONSIBILITIES

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. Students are expected to respect the rights and privileges of other students, teachers, and District staff. Students shall exercise their rights responsibly in compliance with rules established for the orderly conduct of the District's educational mission. Student responsibilities for maintaining a positive learning environment at school or school-related activities include:

1. Treating other students and the adults in the school with courtesy and respect.
2. Accepting responsibility for their actions and behavior and being accountable for the consequences.

3. Attending all classes regularly and on time.
4. Being prepared for each class with appropriate materials and assignments.
5. Dressing and grooming appropriately as described in this document.
6. Paying debts in a timely manner, unless these are waived.
7. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
8. Respecting the property of others, including District property and facilities.
9. Refraining from violations of the *SAISD Student Code of Conduct*, and obeying all campus and classroom rules, including safety rules. The District may impose campus or classroom rules in addition to those found in the *SAISD Student Code of Conduct*. These rules may be listed in the campus student handbook or posted in classrooms, and violations of such rules may or may not constitute violations of the *SAISD Student Code of Conduct*.
10. Reciting the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day is required by Texas law. State law requires one minute of silence follow recitation of the pledges. The 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. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.
11. Reciting a quoted portion of the Declaration is required for students in grades 3-12 by the authority of the State Board of Education.
12. 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 refrain from such prayer or meditation during any school activity.
13. The District will not treat a student's otherwise permissible voluntary expression of a religious viewpoint in any other manner than it treats the student's otherwise permissible expression on a secular or other viewpoint. The administration at each high school campus has information pertaining to the District's limited public forum policy governing voluntary religious expression.

SAFETY

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

STUDENT PUBLICATIONS AND MATERIALS

School-Sponsored Publications

The District's professional employees shall exercise editorial control over style and content of student speech in school-sponsored expressive activities, so long as their actions are reasonably related to legitimate pedagogical concerns. The District may refuse to disseminate or sponsor student writings or speech that:

1. Might reasonably be perceived to advocate drug or alcohol use, inappropriate and irresponsible sexual behavior, or conduct otherwise inconsistent with the shared values of a civilized social order.
2. Is inappropriate for the level of maturity of the listeners and readers.
3. Does not meet the standards of the professional employees who supervise the production of the publication.
4. Can be reasonably interpreted to associate the school with any position other than neutrality on matters of political controversy.

Non-School Publications

The District's classrooms during the school day are provided for the limited purpose of delivering instruction to students in the courses and subjects in which they are enrolled. Classrooms shall not be used for distribution of any materials over which the school does not exercise control. Hallways in school buildings are provided for the limited purpose of facilitating the movement of students between classes and allowing access to assigned lockers. Hallways shall not be used for the distribution of any materials over which the school does not exercise control.

Each school campus shall designate an area where materials that are not District- or school-sponsored publications, but which have been approved for distribution to students, as provided below, may be made available to students or distributed to students, in accordance with the time, place, and manner restrictions developed and approved by the campus principal.

Distribution of such materials may be restricted, subject to the following guidelines:

1. Distribution may be limited in order to prevent material and substantial interference with normal school operations in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the distribution.
2. Reasonable administrative regulations as to the time, place, and manner of distribution shall promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
3. Content of the non-school-sponsored materials to be distributed shall conform to the following standards:
 - a. Materials that are obscene or sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.

- b. Material may not be forbidden if the portions or specific language objected to may also be found in material that is made available to students through school facilities, i.e., the school library or readings assigned by teachers.
- c. Libelous material is prohibited for distribution. Libelous material includes defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard for truth.
- d. Publications that criticize Board members or school officials or advocate violation of school rules are prohibited if they fall within the disruption standard described at item 1 above. Advocacy directed toward inciting or producing imminent lawless or disruptive action and that is likely to incite or produce such action shall be restricted.
- e. Hate literature that attacks ethnic, religious, or racial groups, and similar irresponsible publications aimed at creating hostility and violence, are prohibited if they fall within the disruption standard described at item 1 above.
- f. Materials that promote the illegal use of drugs, alcohol or any other controlled substance.

Prior Review Of Non-School Materials

All written material that is not a District or school-sponsored publication, but that is intended for distribution to students, shall be submitted for prior review according to the following procedures:

1. Material shall be submitted to the school principal or a designee for review.
2. The principal or a designee shall approve or disapprove submitted material within 48 hours of the time the material is received. Failure to act within the two-day period shall be interpreted as disapproval.
3. The student may appeal disapproval to the Superintendent, who shall decide the appeal within three days of its receipt. Failure of the Superintendent to act within the two-day period shall be interpreted as disapproval.
4. If the request to distribute material was initiated by a student, disapproval may be appealed to the Board under FNG (LOCAL), beginning at Level Four. If the request to distribute material was initiated by someone other than a student, disapproval may be appealed to the Board under GF (LOCAL), beginning at Level Four.

STUDENT SPEAKERS

The District has created a limited public forum for student speakers at specific school events, at which a student is to publicly speak. The list of events at each campus shall be made available, by posting or otherwise, to the students attending the campus. Students are eligible if they: are in the highest two grade levels of the school, volunteer and have complied with FNA (LOCAL) policy, and are not in and have never been assigned to an alternative disciplinary placement. Details regarding student speakers may be found in FNA (LOCAL) policy.

INSTRUCTIONAL MATERIALS AND TECHNOLOGICAL EQUIPMENT

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. The student, or the student's parent/guardian, is responsible for instructional materials and equipment issued to the student, regardless of whether the item is lost, damaged, or stolen. The District shall allow a student who has lost, damaged, or has not paid for the item to use instructional materials and technological equipment at school during each school day, but the student will not be allowed to take instructional materials and equipment out of the classroom. Additionally, the district or school may withhold a student's records if instructional materials or technological equipment is not returned in acceptable condition or paid for.

The District shall allow a student who has lost or damaged a library book, but has not paid for the library book to use library books and any other resources within the library during the school day and/or before or after school, but the student will not be allowed to check out library books from the school library or take them out of the library.

STUDENT VEHICLES ON CAMPUS

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. Student vehicles parked on district property are under the jurisdiction of the district. The school may search any vehicle any time there is reasonable cause to believe that the vehicle contains articles or materials prohibited by District policy. Students shall be responsible for any prohibited items found in their vehicles parked on school property. (See the *SAISD Student Code of Conduct*). If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

The District is not responsible for damaged or stolen vehicles. Additionally, a person who violates a district rule providing for the operation and parking of vehicles on school property can be charged with a Class C misdemeanor.

SEARCHES

Students shall have a diminished expectation of privacy while under the jurisdiction of the District. School administrators may search a student's outer clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent. Vehicles on school property are also subject to search.

Areas such as lockers and desks, which are owned by the District and jointly controlled by the District and student, may be searched, and school administrators may routinely conduct blanket locker or desk searches. Students shall not place, keep, or maintain any article or material in school-owned lockers or desks that is forbidden by this SAISD Student Code of Conduct, District policy, or municipal, state, or federal laws that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school-sponsored function.

Students are responsible for any prohibited items found in their possession, in their lockers or desks, or in vehicles parked on school property, and shall be subject to appropriate school disciplinary action in accordance with this SAISD Student Code of Conduct and/or prosecution.

RANDOM DRUG SEARCHES

In order to ensure a drug-free learning environment, the District conducts random drug searches of the school facilities. During these random drug searches, lockers, desks, hallways, unoccupied classrooms, grounds, vehicles, etc. are subject to drug checks by trained dogs. If a dog alerts to a locker, a vehicle, or an item in a classroom, that locker, vehicle, or item may be searched by school officials.

QUESTIONING OF STUDENTS BY STAFF

Students are expected to cooperate with administrative staff in the investigation of disciplinary cases and to volunteer information within the students' knowledge relating to violations of the Code of Conduct. Administrators, teachers, and other professional personnel have the right to question students regarding their conduct or the conduct of others. Students may be requested to submit a written statement describing their knowledge of an incident.

POLICE QUESTIONING OR TAKING STUDENTS INTO CUSTODY

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school;
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises reasonable valid objections;
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

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

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

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

The principal will immediately notify their supervisor and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact. (In accordance with SAISD Police Department Manual)

Student Released from Custody

If a student is brought to a school campus by a law enforcement officer who requests that the child will be released into the custody of the campus principal, his or her designee, or the peace officer assigned to the school campus can agree to assume responsibility for the student for the remainder of the school day. A reasonable attempt to notify the parent or guardian of the circumstances under which the student was brought to school will be made; however, a school official is not required to assume such responsibility or to notify the parents or guardian of this fact.

SAISD POLICE DEPARTMENT

SAISD has its own police force in operation 24 hours a day. The officers work closely with the San Antonio Police Department to assist at all SAISD campuses and school-related functions. They will investigate acts of vandalism, burglary, disruption, or any act that would be considered a violation of the law or harmful to SAISD schools, staff or students. The SAISD police officers are commissioned and have authority to arrest violators of the law, both on and off campuses. They may also issue citations for violations of the Texas Penal Code. When a student is arrested or receives a citation, that student may be required to appear in court and may receive other consequences imposed by the legal system as a result of these events.

SAISD encourages parents and students to call the SAISD Police (210) 271-3124 to report any suspicious activity concerning students or SAISD property, especially regarding gangs, drugs, weapons, or threats. The call may be anonymous.

BULLYING

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

CHILD SEXUAL ABUSE

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- <http://kidshealth.org/en/parents/child-abuse.html>
- <http://www.taasa.org/resources-2/>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>
- <https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

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

DATING VIOLENCE, DISCRIMINATION, SEXUAL HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, gender identity, gender expression, sexual orientation, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website. [See policy FFH.]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student or the student's family members or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and on the district's web site.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate district officials to whom to make a report. Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district may take interim action to address the alleged prohibited conduct. If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful. All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [Also see Bullying section and policies FFI and FNCC.]

VOTER REGISTRATION

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

VII: DRESS CODE

In General

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others.

School Uniforms

The Board has determined that the use of school uniforms will improve the learning environment at the District and has adopted the use of student uniforms as specified in the rules. Uniforms are defined in this policy as one or more specific kinds of articles of clothing, commonly available at a variety of retail outlets, which are required to be worn by students during normal school hours or while attending school-sponsored or school-related activities on or off school property.

Uniforms made up of khaki shorts, skirts, skorts, jumpers, and trousers (including Capri/cropped pants) and white long or short-sleeved blouses and shirts with collars shall be worn by all students enrolled in each SAISD school, with the exception of the Young Women's Leadership Academy (see below). In addition, an alternate shirt/blouse that conforms to the uniform standards may be selected by each school. The Young Women's Leadership Academy and Fox Tech High School magnet students may have a specified uniform as approved in accordance with the guidelines established for the academy and school.

Uniform Specifications

- Khaki or black pants (including Capri/cropped pants), shorts, skirts and jumpers must fit well and not be oversized or undersized. Pants and shorts must fit at the waist and must not "sag."
- Uniform pants must be straight-legged, and pockets must be the standard front pockets. No "baggies" or loose-fit pants are permitted. Cargo pants (with pockets on the side of the leg), overalls, bell-bottom, or wide-leg styles are not uniform pants and are not permitted.
- Shorts, skirts and skorts must be no shorter than three inches above the knee. For enforcement purposes, pockets on shorts, skirts, or skorts must also be standard front pockets; no "cargo" styles are permitted. Also, to be considered shorts rather than pants, the length cannot extend below the knee.
- No manufacturers' logos or brand names may be visible. If visible when purchased, they must be removed.
- No visible drawstrings on pants (including Capri/cropped pants), shorts, or skorts.
- All clothing must be hemmed. No cut-offs or rolled-up cuffs. Cuffs must be tailored and tacked/sewn at the seams.
- Shirts must fit well and not be oversized or undersized. Shirts must have collars, and may be polo-style or dress-style.
- All shirts must be tucked in, except for those with a wide (approximately three-inch) band at the bottom that are meant to be worn out.

Students wearing uniforms and uniform components must also conform to the other dress code requirements stated below.

Dress Code

- Skirts, dresses, jumpers, shorts and skorts must be no shorter than three inches above the knee.
- Appropriate footwear must be worn; footwear which has toes reinforced with steel, hard plastics or similar materials is specifically prohibited, as are beach sandals or other open-toed shoes that do not have straps to secure them.
- Hair must be neat and clean at all times. Unconventional hair colors, hairstyles (e.g., Mohawks, spiked hair or designs), facial hair, or make-up causing distractions are not permitted. Additionally, should a campus wish it may, through its campus handbook, and with the consent of the Superintendent, adopt hair length restrictions.
- Headwear shall not be worn in buildings. For enforcement purposes, headwear worn as legitimate religious attire may be considered as an exception following a conference with the principal.
- Any clothes that are suggestive or indecent or which cause distraction are prohibited. Specifically, tank tops, muscle shirts, halter-tops, spaghetti straps, exposed backs or midriffs, and see-through garments without a shell or shirt worn under the garments are prohibited.
- Indecent/inappropriate patches, writings, or drawings on clothing or body are prohibited. Clothing with inappropriate advertising or statements that are lewd, offensive, vulgar, obscene or inflammatory (e.g., alcoholic beverages, sex, tobacco, drugs, gangs, etc.) are also prohibited.
- Oversized clothing shall not be worn to school. Specifically, "bagging" or "sagging" pants are prohibited. All pants are to be worn at the waist. Tight-fitting pants (e.g., tights, bicycle pants, Spandex) are also prohibited. Extra-long belts are prohibited. Belts must be put through the belt loops on the pants.
- All shirts, including any type of jersey, must be tucked in at all times. Sweatshirts, sweaters, shirts or blouses designed to be worn out are the only exceptions.
- Dangling key rings and chains will not be permitted. This includes chains attached to wallets, footwear and backpacks.
- Visible body piercing jewelry is prohibited, except for ear piercing. *However, individual campuses may prohibit ear piercing if they chose to in their campus handbooks.*
- No gang-related attire will be permitted. This will be designated by individual campuses. For enforcement purposes, gang-related attire may be identified by specific colors. Principals shall work with SAISD Police to identify gang-related attire and shall communicate to students and parents what attire is considered gang-related in the school and community to prevent these violations.

These rules apply to all SAISD campuses and facilities and to any locations off-campus where SAISD students are receiving classroom instruction (e.g., official class field trips, internships, or other programs hosted at facilities other than SAISD).

Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action. [FNCA (LOCAL)].

Dress for Special Occasion Days

The principal has the authority to allow all or part of the student body to vary from the uniform and establish a particular mode of attire for special occasion days or for particular school-sponsored or school-related activities.

Uniform Options for Outerwear

Cold classroom and cold weather clothing must support the SAISD uniform policy by:

1. Providing the necessary warmth;
2. Maintaining visibility of the required uniform components;
3. Allowing students flexibility to add or remove an extra article of clothing (layering);
4. Complementing the required uniform components and being neat and clean;
5. Being the correct size (not oversized);
6. Complying with specific school guidelines addressing gang-related attire as determined by the principal;
7. Being appropriate to wear in a classroom for an entire school day;
8. Allowing flexibility for extreme weather conditions; and
9. Maintaining school safety; long coats extending below mid-thigh, including but not limited to trench coats, shall not be permitted.

Exemptions

A parent or guardian who requests that a child be exempted from the uniform requirement must submit a written statement that explains a religious or philosophical objection to the uniform requirement. Each campus shall provide forms for this purpose (Form F28-A). District or campus personnel shall not discriminate against any student who has been exempted from the mandatory use of uniforms because of religious or philosophical objections.

Uniform Assistance Program

Uniform assistance will be provided for families that qualify. For information, contact the school principal or designee.

Dress Code Violations

If the principal determines that a student's grooming or clothing violates the dress code, the student shall be given an opportunity to correct the problem at school if the occurrence is the first or second offense during the school year. If not corrected, or if the violation is a third offense within the school year, the student shall be assigned appropriate discipline consequences as determined by the principal. Repeated dress code offenses may result in more serious disciplinary action, and may constitute a Level I or Level II offense. Appropriate discipline procedures shall be followed in all cases. [FNCA (LOCAL)].

VALUABLE/ PERSONAL ITEMS

Students are responsible for their own personal belongings while on campus or at a school-related or school-sponsored event. Students are discouraged from bringing or wearing valuable items such as jewelry/watches, cameras, cell phones, iPods®, MP3 players, other electronic devices, expensive jackets or clothing, etc. SAISD is **not** responsible for personal items that are lost, damaged, or stolen.

VII: STUDENT CODE OF CONDUCT

A – INTRODUCTION

The San Antonio Independent School District has adopted this Student Code of Conduct to promote and maintain a safe learning environment for students and adults. The foundation for an orderly and positive environment is a climate of mutual respect for the rights of all persons. To that end, all members of the learning community – students, parents, and District employees – are expected to treat people with respect and dignity.

The Code of Conduct provides methods and options for managing students in the classroom, on school grounds, and on District transportation, disciplining students, and preventing or intervening in student discipline problems. The law requires the district to define misconduct that may—or must—result in a range of disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

The Code of Conduct is adopted by the district's board of trustees and has the force of policy. In case of a conflict between the Code of Conduct and the student handbook, the Code of Conduct will prevail. Once the Code of Conduct is promulgated, any subsequent changes or amendments must be approved by the Board of Trustees. During any periods of instruction during the summer months, the Parent-Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to those laws.

SCHOOL DISTRICT AUTHORITY AND JURISDICTION

This Code of Conduct applies to all students in the San Antonio Independent School District whenever the interest of the District is involved, on or off school grounds, in connection with or independent of classes and school-sponsored activities.

The District has disciplinary authority over a student:

1. During the regular school day and while going to and from school on District transportation;
2. During lunch periods, whether on or off school campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided in Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or attending a school-sponsored or school-related activity of another district in Texas;
10. When a student commits a felony as provided by Texas Education Code Section 37.006 or 37.0081; and
11. When a student is required to register as a sex offender.

Reporting Crimes

The principal or campus behavior coordinator and other school administrators, as appropriate, shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the District.

The District has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the District.

POSTING AND DISTRIBUTION OF CODE OF CONDUCT

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code will be available at the office of the campus behavior coordinator and posted on the district's website. Students may request a copy of the Parent-Student Handbook, which includes the Code of Conduct, at the beginning of the school year. The Code of Conduct will be provided to all teachers, new professional employees, students who are enrolled after the beginning of the school year, any parent, and any other person upon request. Each student, teacher, and parent annually must sign a statement that they have read and have access to the SAISD Student Code of Conduct and acknowledge the rules and responsibilities outlined therein.

'Parent' Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL), as appropriate.

B – STANDARDS FOR STUDENT CONDUCT

GENERAL CONDUCT GUIDELINES

Students are expected to comply with the following guidelines, which will be incorporated into each campus's rules for conduct:

- Obey all campus and classroom rules and/or social contracts (i.e. Treatment Agreements);
- Treat other students and adults with courtesy and respect;
- Accept responsibility for their actions and behavior and be held accountable for the consequences;
- Attend all classes, regularly and on time;
- Be prepared for each class with appropriate materials and assignments;
- Be dressed and groomed appropriately;
- Refrain from posting threatening messages on social-media outlets directed at students, parents, staff or school property;
- Actively support and assist the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
(i) Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense; (ii) Responsibly informing staff of conduct violations by others; and (iii) Immediately submitting any prohibited items to staff or informing staff of location of prohibited items immediately upon discovery; and
- Adhere to the requirements of the Student Code of Conduct.

Campus Behavior Coordinator

As required by law, TEC 37.0012, a person at each campus must be designated to serve as the Campus Behavior Coordinator (CBC). The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student behavior.

San Antonio Independent School District Board Policy delegates to the principal or designee the authority to administer discipline at the campus level, and delegates the authority to remove students to a District Alternative Education Program (DAEP) or expulsion to the Juvenile Alternative Education Program (JJAEP). The Campus Behavior Coordinator has the discretion to apply school-based discipline for specific violations or refer the matter to the District Disciplinary Hearing Office for review.

The sequence of disciplinary actions begins with the minimum disciplinary action and may progress to the more serious disciplinary consequences established in the Student Code of Conduct. The Campus Behavior Coordinator must consider the intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the campus behavior coordinator results in a discretionary or mandatory action. The disciplinary action will draw on the professional judgment of teachers, principals or designee and on a range of behavior management techniques, including restorative practices. The consequence decision will be based on these factors, as well as the specific circumstances unique to the situation and the individual student involved.

Staff Reporting Requirements

When a teacher believes that a student has committed a violation of this Student Code of Conduct, the teacher must submit a written description of the student's actions for classroom documentation and/or to the principal/administrator or campus behavior coordinator. The teacher shall document less-serious offenses as "teacher managed" only (see "Level I - Teacher Managed Offenses" below) and shall report more serious violations to school administrators for handling.

School administrators shall also report conduct believed to constitute a crime to legal authorities as required by law and shall notify law enforcement when an administrator suspects that a crime has been committed on campus.

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. on the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

CLASSROOM MANAGEMENT SYSTEM

Each teacher shall establish a classroom setting that exhibits effective discipline management practices, including rules for classroom behavior. Most student behavior can be managed in the classroom, and the establishment of an effective classroom management system should enhance student learning while decreasing violations of the student offenses listed below. Violations of classroom rules established by the teacher shall result in documentation by the teacher as deemed necessary by the teacher. However, a written discipline referral to the campus administrator shall not be required.

The teacher will provide strategies and interventions for classroom support and the principal/administrator or campus behavior coordinator shall provide campus strategies and interventions to support the student. Campus staff shall provide the parent with a copy of the written description and strategies and interventions to support the student.

Teachers shall employ Positive Behavior Intervention & Support (PBIS) and Restorative Practice strategies, in which they have been trained, as recommended by the campus PBIS team. To the extent that there ever appears to be a conflict between PBIS /Restorative Practices strategies and the Student Code of Conduct, the Student Code of Conduct shall prevail.

BEHAVIOR MANAGEMENT TECHNIQUES

Behavior management techniques and consequences will be applied when necessary to improve the students' behavior, to maintain order, or to protect other students, school employees, or property. Every student shall be treated appropriately, fairly, and equitably. The following behavior management techniques may be used by teachers, administrators, or both, alone or in combination:

- Tier I Positive Behavior Intervention Strategies
- Multi-Tiered System of Support (MTSS)
- Verbal Correction
- Cooling-off time or "time-out"
- Seating changes in the classroom
- Student-parent-teacher conferences
- Confiscation of items that disrupt the educational process
- Conference with teacher, counselor or administrative personnel
- Mediation
- 90 Second Spark
- 2 Minute Connections
- Mood Meters
- Classroom restorative circles (Classroom circles can be used to establish a Treatment Agreement, building school community, repairing harm, decision making strategies and/or teaching content)
- Teacher-parent telephone conference
- Teacher-parent face-to-face conference
- Administrator-teacher-parent telephone conference
- Administrator-teacher-staff-parent face-to-face conference
- School-assessed and school administered counseling and/or group socialization skills training
- Anger Management
- Restitution/Restoration (see glossary)
- Behavioral Contract
- Bullying Contract
- "Stay Away" Agreements
- Removal of student to the office
- Placement in the On-Campus Intervention/In-School Suspension program
- Withdraw or restrictions of bus privileges
- Detention
- Prohibited attendance at or participation in extracurricular activities
- Suspension (not to exceed three (3) school days, per incident)
- Referral to law enforcement when inappropriate behavior violates local and/or state law
- Placement in a Disciplinary Alternative Education Program (DAEP)
- Expulsion from SAISD and placement in the Juvenile Justice Alternative Education Program (JJAEP)
- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior
- Other strategies and consequences as specified by the Student Code of Conduct

Some inappropriate punishment techniques for behavior violations may include, but are not limited to, the following examples:

- Requiring a student to stand for a period time without sitting;
- Requiring a student to stand and hold books for a period time without relief;
- Requiring a student to engage in physical activity as a discipline technique;
- Subjecting a student to ridicule;
- Requiring a student to write "lines";
- Ordering a student to leave the classroom without a discipline referral;
- Requiring a student to work in an unsupervised setting (e.g., in the hallway, etc.); and
- Denying a student access to lunch, prescribed medication, or bathroom breaks.

The principal shall delineate other discipline techniques which are considered inappropriate on the campus.

STUDENT OFFENSES

Level I – Teacher Managed Serious Offenses

Students who commit Level I offenses at school, on District transportation, or during school-related activities will be assessed consequences commensurate with the offense. Level I violations will not result in the formal removal of the student from class or another placement but may focus on routine classroom rules and social contracts that will govern a student's conduct. Level I offenses and corresponding penalties are usually not as serious as Level II, III or IV offenses, and are reported in the "Teacher

Managed” section of the Districts discipline referral system. Repeated Level I offenses, Level I offenses that result in injuries to others, and Level I offenses that could constitute bullying, harassment, or criminal behavior may be elevated to Level II or higher offenses.

Offense

Aggravation/Agitation of Others
 Cheating or copying work of another student
 Profanity, not directed at others
 Emotional Outburst
 Dress and Grooming Violations
 Failure to Follow Directions
 Failure or refusal to complete assignments
 Leaving class without permission during instructional time
 Littering
 Name Calling
 Not Having Necessary Materials
 Out of Seat or assigned area
 Public Display of Affection
 Pushing/Shoving
 Class Rule Violations
 Running
 Arguing/Backtalk
 Sleeping/Head Down
 Talking Loudly/Excessively
 Tardy
 Truancy/Skipping
 Throwing objects
 Displaying or using an electronic device without permission

Level II – Administrative Review Major Offenses

Students who commit Level II offenses at school, on District transportation, or during school-related activities will be assessed consequences commensurate with the offense. Level II offenses are considered to be more serious than Level I offenses. In most cases Level II offenses will warrant greater consequences than Level I offenses. Level II offenses are referred to the campus behavior coordinator or other school administrators for appropriate consequences and/or resolution, and are reported in the “Administrative Review” section of the District’s referral system.

<u>Code</u>	<u>Offense</u>
21.AB	Refusing to go to class and remaining on campus
21.BB	Engages in inappropriate unwelcome physical conduct or threatening physical conduct that is disruptive or offensive to another student, district employee, volunteer or interrupts the school environment.
21.AC	Possessing or using skateboards, inline skates, or similar items, except where the campus principal allows the use of such items solely for transportation to school. Such items must be stored in the student’s locker or other permissible storage location throughout the school day and may not be used on school grounds at any time.
21.AD	Leaving school grounds during the academic day or leaving a school-sponsored event in which the student is a participant (first offense).
21.AE	Engaging in inappropriate or excessive displays of affection.
21.AF	Using a communication device or other electronic devices, such as an iPod, stereo headsets, MP3 players, CD players, video cameras, or laser pointers during school hours; however, cellular/digital telephones, two-way radios, or other such communication devices may be possessed by students at the discretion of the principal as long as the device is not displayed or used during school hours without permission.
21.AG	Possessing or using matches or a lighter.
21.AI	Repeatedly violating dress and grooming code standards.
21.AJ	Loitering on school grounds. Before or after regular school hours, students should be on campus only for educationally-related purposes, such as tutorials, extracurricular activities, or after-school programs. Students who are waiting to enter the building before school begins or waiting for a ride home after school shall not be considered to be loitering. Students refusing to report to assigned class, office or area assigned are loitering.
21.AK	Trespassing on school grounds. Students directed to leave campus by parent or campus behavior coordinator are trespassing. Students who enter a campus other than their own, without permission, are considered trespassing.
21.BA	Intentionally and knowingly makes false accusations against teachers, other school employees, volunteers, or other students.
21.BC	Displays or uses mace or pepper spray (in some cases, the use may be classified as an assault and may cause bodily injury – Level III).
21.BD	Steals from students, staff, campus visitors, or school (i.e., theft that does not constitute a felony according to the <i>Texas Penal Code</i>).
21.BE	Engages in verbal abuse, e.g. name-calling, making racial or ethnic slurs, derogatory statements, or oral statements, which are abusive or confrontational.

- 21.BF Exhibits disrespect or directs profanity, vulgar language, or obscene gestures toward another student.
- 21.BFE Exhibits disrespect or directs profanity, vulgar language, or obscene gestures toward a District employee.
- 41.BG Fighting and mutual combat.
- 21.BH Hazing [See Glossary].
- 21.BI Engages in offensive conduct that constitutes sexual harassment [See Glossary], gender-based harassment or sexual abuse, whether verbal or physical, that may include requests for sexual favors or other intimidating sexual conduct directed toward other District students, employees, board members, or volunteers. This may include sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. (Note: Some conduct of this nature may be so offensive that it also may be classified as a felony or other illegal offense and may, therefore, result in DAEP placement or expulsion).
- 21.BJ Falsifies records, passes or other school-related documents.
- 21.BK Possesses, exhibits, or distributes pornographic, offensively graphic, or obscene materials.
- 21.BL Refuses to accept discipline management techniques proposed by a teacher or by administration.
- 21.BM Participates in gang-related activities (first offense).
- 21.BN Possesses, exhibits, or uses a toy gun, cap gun, pellet gun, air-powered rifle, or any other instrument which may be perceived by another person as a firearm but does not meet the Texas Penal code definition of a firearm.
- 21.BO Violates any rule set forth on in this Code of Conduct pertaining to computers and the Internet.
- 21.BP Possesses or uses unloaded firearm accessories or parts (such as a gun barrel or a gun clip).
- 21.BQ Possesses, exhibits, or uses martial arts objects, small pocket knives, razor blades, or other objects that can be used as a weapon to the extent that these objects are not within the definitions of location-restricted knives or prohibited weapons under the Texas Penal Code.
- 21.BR Possesses, exhibits, or uses a prescription drug (that is not a controlled substance or dangerous drug) that does not belong to the person using, exhibiting, or possessing it.
- 21.BS Pulls a fire alarm, as a prank, in a building owned or operated by SAISD, when there is no smoke, fire, or danger that requires evacuation.
- 21.BT Possesses or uses fireworks (e.g., smoke bomb, cherry bomb, poppers, etc.), combustibles or other incendiary devices to the extent that these objects are not within the definition of prohibited weapons under the Texas Penal Code.
- 21.BU Repeatedly violates communicated campus or classroom standards of behavior.
- 21.BV Sells, attempts to sell, gives or receives look-a-like drugs or items attempted to be passed off as drugs or contraband.
- 33.BW Possesses, smokes, or uses tobacco products or paraphernalia, or electronic cigarettes, e-cigarettes and any component part or accessory for an e-cigarette device; or any other electronic vaporizing device or nicotine delivery system, or possesses drug paraphernalia.
- 21.BX Engages in conduct that damages or tampers with the property of another that does not otherwise constitute misdemeanor criminal mischief (vandalism) or graffiti, including placing a substance in another's food, drink or other possessions without consent.
- 21.BY Repeatedly violates any Level I Offense.
- 21.BZ Engages in conduct that poses a threat to the safety or orderly operation of the school or District-related event.
- 21.CE Engages in bullying, as defined by Texas Education Code Section 37.0832 (See Glossary). Bullying includes cyberbullying, as defined by Texas Education Code Section 37.0832 (See Glossary) that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

COMPULSORY ATTENDANCE

The following codes are for Attendance Engagement Facilitators only:

- 42.CA Fails to require the child to attend school as required by law, and the child has absences for the amount of time specified under Section 25.094. (The parent commits an offense and has been issued a warning as required by Section 25.095(a).)
- 43.CB Fails to attend school on three or more days or parts of days within a four-week period within the same school year with unexcused absences. (The individual commits an offense under Section 25.085.)
- 44.CC Fails to attend school on 10 or more days or parts of days within a six-month period with unexcused absences. (The individual commits an offense under Section 25.085.)
- 45.CD Fails to attend school unless specifically exempted by Section 25.086, for a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 18th birthday.

Level III – DAEP Placement Offenses

The following actions constitute offenses that may or shall result in placement in a DAEP. These offenses are considered to be more serious than Level II Offenses. If any of these offenses involve illegal conduct, administrators shall involve law enforcement officials. See Administrative Procedure F41 and the section on DAEP Placement below for more information on DAEP.

1. Discretionary DAEP Placement: Offenses That May Result in DAEP Placement

A. On Campus, on School Transportation, or during School Activity. A student may be placed in a DAEP if the student commits the following on school property, on District transportation, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

<u>Code</u>	<u>Offense</u>
21.DA	Engages in "persistent misbehavior", which is defined as (i) repeatedly interfering with the teacher's ability to communicate effectively with students; (ii) repeatedly interfering with student learning; (iii) engaging in 5 or more properly documented Level 1 Offenses in the same school year; or (iv) engaging in 2 or more properly documented Level 2 Offenses in the same school year. (Requires 4-6 weeks of properly documented Multi-Tiered Systems of Support (MTSS) Tier 2 or Tier 3 behavior intervention).
21.DB	Engages in unruly, disruptive, disrespectful, or abusive conduct that substantially interferes with the orderly operation of the campus or District-related activity or with the transportation of students on a vehicle owned or operated by the District. May result from one incident or multiple incidents.
21.DC	Engages in conduct containing the elements of assault without bodily injury under Texas Penal Code 22.01(a)(2) or 22.01(a)(3).
21.DD	Possesses a knife, including a lock blade knife, with a blade length up to and including 5 ½ inches. This does not include knives that are classified as prohibited weapons or location-restricted knives. [See Glossary.]
34.DE	Following a previously documented Level II Offense, engages in gang activity, including participation as a member or pledge or soliciting another person to become a pledge or member of a gang. [In some cases it may be punishable as a felony offense – see Glossary.]
21.DF	Following a previously documented Level II offense, engages in a public school fraternity, sorority, or secret society, including participation as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, or secret society.
21.DG	Engages in conduct constituting misdemeanor criminal mischief (vandalism), graffiti not classified as a felony [See Glossary], or otherwise engages in conduct that damages or tampers with the property of another causing substantial inconvenience or pecuniary loss up to and including \$1,499.99.
21.DH	Possesses, exhibits, or uses any other instrument which may be perceived by another person as a weapon but does not meet the Texas Penal Code definition of a weapon, such as stun guns, laser guns, taser, tranquilizer guns, razors, etc.
21.DI	Commits extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.
21.DJ	Creates a hit list, that is, a list of people targeted to be harmed, using a firearm, as defined by Section 46.01 (3), Penal Code; a knife, as defined by Sections 46.01 (7), Penal Code; or any other object to be used with intent to cause bodily harm.

B. Off Campus or During Non-School Activity. A student may be placed in a DAEP if the student commits the following conduct off campus and while the student is not in attendance at a school-sponsored or school-related activity:

<u>Code</u>	<u>Offense</u>
10.DK	A reasonable belief that the student has engaged in conduct defined as a felony offense other than aggravated robbery or those offenses defined in Title 5 of the Texas Penal Code, <u>and</u> the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.
21.DL	Engages in any activity on the way to or from school, or while truant or has left campus without authorization that would ordinarily be grounds for DAEP placement or expulsion if the activity had occurred on campus.

2. Mandatory DAEP Placement: Offenses Requiring DAEP Placement

A. On Campus, Within 300 Feet of Campus, On Bus, or during a School Activity. A student must be placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, on District transportation, or while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

<u>Code</u>	<u>Offense</u>
27.DM	Engages in conduct that contains the elements of assault causing bodily injury under Texas Penal Code 22.01(a)(1) against a school district employee or volunteer.

- 28.DN Engages in conduct that contains the elements of assault causing bodily injury under Texas Penal Code 22.01(a)(1) against someone other than a school district employee or volunteer.
- 28.DO Repeatedly engages in conduct containing the elements of assault without bodily injury under Texas Penal Code 22.01(a)(2) or 22.01(a)(3).
- 04.DP Sells, gives or delivers to another person, or possesses, uses or is under the influence of marijuana, a controlled substance, a synthetic drug, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See Glossary for "under the influence.")
- 05.DQ Sells, gives or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses or is under the influence of alcohol, if the conduct is not punishable as a felony offense (School-related felony alcohol offenses are addressed in the Expulsion section.)
- 06.DR Engages in conduct that contains the elements of an offense relating to abusable glue or paint or relating to abusable volatile chemicals.
- 07.DS Engages in conduct that contains the elements of the offense of public lewdness [see Glossary] or indecent exposure;
- 02.DT Engages in conduct that is punishable as a felony. Felony conduct may include, but not be limited to, criminal mischief and/or graffiti and/or coercing, soliciting or inducing gang membership [See Glossary].
- 08.DU Except when punishable as a Level IV offense, engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property.

B. Any Location (On or Off campus). A student shall be placed in a DAEP if the student commits the following at any location (on or off campus), regardless of whether the event occurs during a school activity; or as otherwise allowed by law:

- 35.DV Engages in conduct involving a public school that contains the elements of the offense of false alarm or report (including a bomb threat). [see Glossary]
- 26.DW Engages in conduct involving a public school that contains the elements of the offense of terroristic threat [See Glossary].
- 21.DX Engages in certain expellable conduct, as provided by law, and is between six and nine years of age (see "Suspension (Out of School)").
- 21.DY Commits a federal firearms violation and is younger than six years of age.
- 21.FK Engages in bullying (as defined by Section 37.0832, Education Code; see Glossary) that encourages a student to commit or attempt to commit suicide.
- 21.FL Incites violence against a student through group bullying (as defined by Section 37.0832, Education Code; See Glossary).
- 21.FM Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

C. Off Campus or Not During School Activity. A student shall be placed in a DAEP if the student commits the following off campus and while the student is not in attendance at a school-sponsored or school-related activity:

Code Offense

- 09.DZ Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 of the Texas Penal Code [see Glossary] and (i) a court or jury finds that the student has engaged in delinquent conduct [see Glossary] , (ii) the student receives deferred prosecution [see Glossary], or (iii) the Superintendent or designee has a reasonable belief [see Glossary] that the student has engaged in the conduct.

Level IV –Expulsion Offenses

The following actions constitute offenses that may or shall result in expulsion or shall result in DAEP. These offenses are considered to be more severe than the other offenses listed in this Code. Most of these offenses are illegal actions, so administrators shall contact law enforcement officials regarding this conduct. The principal may suspend a student or place a student in in-school suspension or on-campus intervention for these offenses, pending a complete investigation and recommendation for expulsion. The terms of a placement under this section shall prohibit the student from attending or participating in school-sponsored or school-related activities, including, but not limited to, extracurricular activities and suspension of honorary privileges.

1. Discretionary Expulsion: Offenses Which May Result in Expulsion or Shall Result in DAEP

A. On Campus, Within 300 Feet of Campus, on Bus, or at a School Activity. A student may be expelled or shall be placed in a DAEP if a student commits the following while on campus or within 300 feet of school property, as measured from any point on the school's real property boundary line, on District transportation, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

Code Offense

- 04.EA Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student

with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.

- 05.EB Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of an alcoholic beverage; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- 06.EC Engages in conduct that contains the elements of an offense relating to abusable glue or paint or relating to volatile chemicals.
- 27.ED Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer.
- 49.EE Engages in deadly conduct. [See Glossary]

B. Off Campus but Within 300 Feet of Campus. A student may be expelled or shall be placed in a DAEP if a student commits the following off campus, but within 300 feet of school property, as measured from any point on the school's real property boundary line, or as otherwise allowed by law:

- | <u>Code</u> | <u>Offense</u> |
|-------------|--|
| 11.EF | Uses, exhibits or possesses a firearm. |
| 12.EG | Uses, exhibits, or possesses a location-restricted knife (a knife with a blade over 5 ½ inches), a club, or a prohibited weapon. [See Glossary] |
| 21.EH | Engages in conduct that contains the elements of any of the following criminal offenses: aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempted murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or felony drug or alcohol related offense. |

C. Any Location. A student may be expelled or shall be placed in a DAEP if the student commits the following at any location (on or off campus), regardless of whether or not it is during a school activity, or as otherwise allowed by law:

- | <u>Code</u> | <u>Offense</u> |
|-------------|---|
| 22.EI | Engages in conduct that constitutes criminal mischief (vandalism), if such conduct is punishable as a felony (i.e., if the cost of the damage in question is \$1,500 or more). |
| 27.EJ | Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer in retaliation for or as a result of the person's employment or association with the District. |
| 26.EK | Engages in conduct involving a public school that contains the elements of the offense of false alarm or report or terroristic threat. [See Glossary] |
| 58.EL | Breach of computer security. |
| 21.EM | Engages in conduct containing the elements of one of the following offenses against another student: aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery. |
| 21.FN | Engages in bullying (as defined by Section 37.0832, Education Code; see Glossary) that encourages a student to commit or attempt to commit suicide. |
| 21.FO | Incites violence against a student through group bullying (as defined by Section 37.0832, Education Code; See Glossary). |
| 21.FP | Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent. |

D. While in DAEP. A student may be expelled or shall be placed in a DAEP if the student commits the following while placed in a DAEP, or as otherwise allowed by law:

- 59.EN Engages in documented Serious Misbehavior [see Glossary] that violates this Code of Conduct despite documented behavioral interventions. A student who continues to commit Level I, II or III offenses while in the DAEP may, therefore, be recommended for expulsion under this paragraph.

E. On Property of Another District or During Another District's Activity. A student may be expelled or shall be placed in a DAEP if the student commits the following offenses on the property of another Texas school district or while the student is attending a school-sponsored or school-related activity of another Texas school district:

- 21.EO Any offense that is a state-mandated expellable offense.

2. Mandatory Expulsion: Offenses Requiring Expulsion. A student shall be expelled for any of the following offenses if committed on school property, while attending a school-sponsored or school-related activity on or off school property, or as otherwise required by law:

- | <u>Code</u> | <u>Offense</u> |
|-------------|--|
| 29.EP | Engages in conduct containing the elements of aggravated assault under the Texas Penal Code against a school district employee or volunteer. [TEC 37.007(d)] |
| 30.EQ | Engages in conduct containing the elements of aggravated assault against someone other than a school district employee or volunteer. [TEC 37.007(a)(2)(A)] |

- 31.ER Engages in conduct containing the elements of sexual assault or aggravated sexual assault against a school district employee or volunteer. [TEC 37.007(d)]
- 32.ES Engages in conduct containing the elements of sexual assault or aggravated sexual assault against someone other than a school district employee or volunteer. [TEC 37.007(a)2] (A)]
- 11.ET Uses, exhibits, or possesses a firearm under the Texas Penal Code.
- Note: A firearm lawfully stored in a vehicle still requires expulsion under TEC 37.007 (a) (1) (A), depending on the type of weapon. A student is in possession of a firearm on school property if the firearm is brought to school in the student's vehicle and parked on school property. (Texas law provides an exception from mandatory expulsion for a student's use, exhibition, or possession of a firearm at an approved off-campus target range facility while participating in or preparing for certain shooting sports, competitions, or activities sponsored by the district or affiliated with the Texas Parks and Wildlife Department. There is no exception for similar use or possession of a firearm on school property.)
- 12.EU Uses, exhibits, or possesses a location-restricted knife, which is a knife with a blade over 5 ½ inches [See Glossary].
- 13.EV Uses, exhibits, or possesses a club [See Glossary].
- 14.EW Uses, exhibits, or possesses a prohibited weapon, such as an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; knuckles; armor-piercing ammunition; a chemical dispensing device, a zip gun, or a tire deflation device. A switchblade knife is also included in this category [See Glossary].
- 16.EX Engages in conduct containing the elements of arson under the Texas Penal Code to include intentionally starting a fire or causing an explosion and in so doing: (1) recklessly damaging or destroying a building belonging to another; or (2) recklessly causing another person to suffer bodily injury or death.
- 17.EY Engages in conduct containing the elements of murder, capital murder, or criminal attempt to commit murder under the Texas Penal Code.
- 18.EZ Engages in conduct containing the elements of indecency with a child under the Texas Penal Code.
- 19.FA Engages in conduct containing the elements of aggravated kidnapping under the Texas Penal Code.
- 36.FB Engages in conduct related to a controlled substance/drug offense violation if the conduct is punishable as a felony.
- 37.FC Engages in conduct related to an alcohol violation if the conduct is punishable as a felony.
- 08.FD Retaliates against a school employee or volunteer, combined with one of the above-listed offenses, on or off school property or while attending a school-related or school sponsored activity on or off of school property.
- 11.FE Brings a firearm to school, as defined by federal law [See Glossary].
- 46.FF Engages in conduct containing the elements of aggravated robbery under the Texas Penal Code.
- 47.FG Engages in conduct containing the elements of manslaughter under the Texas Penal Code.
- 48.FH Engages in conduct containing the elements of criminally negligent homicide under the Texas Penal Code.
- 57.FI Engages in conduct containing the elements of continuous sexual abuse of a young child or children under the Texas Penal Code.

EMERGENCY PLACEMENT IN A DAEP OR EXPULSION

<u>Code</u>	<u>Offense</u>
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- | | |
|-------|---|
| 23.FJ | A student may be immediately placed in a DAEP or immediately expelled, as allowed by law [TEC 37.019], if that student engages in conduct so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the classmates to learn, or with the operation of school or a school-sponsored activity (placement in a DAEP) or if the student's action might cause imminent harm to persons or property (expulsion). |
|-------|---|

At the time of the emergency placement or expulsion, the student shall be given oral notice of the reason for the action. Within a reasonable time after the emergency placement, the student shall be accorded the appropriate due process. Students with disabilities are subject to applicable federal and state law regarding the term of a student's emergency placement.

EXPULSION FOR TITLE 5 FELONY OFFENSES

Regardless of whether placement or expulsion is required or permitted by the provisions governing DAEP Placement or Expulsion above, in accordance with TEC 37.0081, a student may be expelled and placed into either DAEP or the Juvenile Justice Alternative Education Program if the Board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Texas Penal Code. The student must:

- Receive deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Received probation or deferred adjudication or have been convicted of, arrested for or charged with a Title 5 felony offense.

The expulsion or DAEP placement may be without regard to (a) the date or location of the offense; (b) the enrollment status of the student; or (c) whether the student successfully completed any court disposition requirements.

The student must first have a hearing before the Board or designee, who must determine that the student's presence in the regular classroom: (a) threatens the safety of other students or teachers; (b) will be detrimental to the educational process; or (c) is not in the best interests of the district's students. Any decision of the Board or the designee under this section is final and may not be appealed.

The student is subject to the placement until one of the following occurs: (a) the student graduates from high school; (b) the charges are dismissed or reduced to a misdemeanor offense; or (c) the student completes the term of the placement or is assigned to another program. A student who enrolls in the District before completing a placement under this section from another school district must complete the term of the placement. Students are entitled to the periodic 120-day review provided for other disciplinary placements. In the event of a conflict, any provision in the Student Code of Conduct that derives from Texas Education Code § 37.007 will prevail.

REGISTERED SEX OFFENDERS – PLACEMENT IN DAEP/JJAEF

Upon receipt of notification that a student is a registered sex offender, a decision regarding the placement of the student into a DAEP or the district's juvenile justice alternative education program will be made according to the following guidelines. Students who are no longer required to register as a sex offender or who receive early termination of the obligation to register, are not considered registered sex offenders. This section supersedes other provisions pertaining to alternative disciplinary placement.

Court Supervision

A student who is under any form of court supervision, including probation, community supervision, or parole, shall be placed in either DAEP or JJAEF for at least one semester. If such a student transfers, the student may be required to complete an additional semester in an alternative placement in the new school district without a committee conducting a placement review as described below or the enrolling district may count the time spent by the student in the former district toward the required placement time. A student who is not under any form of court supervision, may be placed in a disciplinary program or in the regular classroom unless the board's designee determines that the student's presence (a) threatens the safety of other students or teachers; (b) will be detrimental to the educational process; or (c) is not in the best interest of the District's students.

Review Committee

A committee shall be convened after the student is placed for one semester to review the student's placement. The committee shall be composed of (1) a classroom teacher from the campus to which the student would be assigned were the student not in the alternative program; (2) the student's parole or probation officer or a representative of the local juvenile probation department; (3) an instructor from the alternative education program to which the student is assigned; (4) a school district designee selected by the board or its designee; and (5) a counselor employed by the school district. The committee shall vote to determine whether the student should remain in the alternative setting or be returned to the regular classroom. The recommendation must then be made to the board or its designee. The Board of Trustees must honor the committee recommendation unless one of the following occurs: (a) a recommended regular classroom placement but board's designee determines that the student's presence threatens the safety of other students or teachers, will be detrimental to the educational process, or is not in the best interests of the district's students; or (b) a recommended continued alternative setting but the board's designee determines that the student's presence *does not* threaten the safety of other students or teachers, *will not* be detrimental to the educational process, or *is not contrary* to the best interests of the district's students. If the recommendation is to continue the alternative setting and the board determines that this will occur then before the beginning of each school year, the placement committee shall meet and make its determination and recommendation again.

Students Receiving Special Education Services

A placement for a student receiving special education services must be made in compliance with IDEA (20 USC § 1400 et seq.). If a student receiving special education services is placed into an alternative setting for more than one semester, the placement review must be made by the student's Admissions, Review, and Dismissal (ARD) Committee. The ARD Committee can request that a placement committee with the members described above be convened in order to assist them in conducting the placement review.

Appeal

A student or parent or guardian may appeal a placement as a registered sex offender by requesting a conference among the board or its designee, the parents or guardian and the student. This conference will be limited to the factual question of whether the student is required to register as a sex offender. The decision made by the Board or its designee is final and may not be appealed.

TRANSPORTATION RULES

Students shall follow these rules while on district vehicles or other public transportation (e.g., VIA buses) carrying students to and from school:

- Follow the driver's instructions at all times.
- Do not engage in any conduct that may distract or harm the driver, or otherwise cause the driver to be unable to operate the vehicle safely.
- Board and leave the vehicle in an orderly manner at the designated bus stop.
- Remain seated when the vehicle is in motion.
- Utilize seat belts if they are available on the vehicle.

- Keep books, band instrument cases, feet, and other objects out of the aisle of the vehicle.
- Keep the vehicle clean; do not deface or vandalize the vehicle or its equipment.
- Maintain safety near windows: do not extend head, hand, arm, or leg out of the window or hold objects out of the window.
- Do not throw any objects within the vehicle or out of the vehicle.
- Upon leaving the vehicle, use caution before crossing streets.
- Comply with all other rules in this Code of Conduct or established by the operator of the vehicle.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, a bus driver may refer a student, through the use of a written disciplinary referral, to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional behavior management techniques, as appropriate, which may include restricting or revoking a student's bus riding privileges. The referring bus driver shall be notified of any student consequences as a result of his or her referral in a timely manner. Note: a change in transportation services for a student with a disability for whom transportation is a related service requires ARD committee action; a change in transportation services for Section 504 students requires Section 504 committee action. For more information, contact the Transportation Department.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

VANDALISM AND GRAFFITI

Vandalism is the damage or destruction of property without the consent of the owner. It is willful action that results in the destruction, damage, or defacement of property belonging to or used by the SAISD. Graffiti is vandalism and includes marks with paint, indelible markers or removable markings on school property without consent. The markings may include inscriptions, slogans, drawings, or paintings. The offense may be categorized as criminal mischief and punishable as a felony or misdemeanor. The difference between graffiti and art is permission.

A student who engages in conduct that damages or tampers with the property of another has committed a Level II, Level III, or Level IV Offense, as described in the Student Offenses section above. It is punishable by appropriate disciplinary action as described in the Consequences for Inappropriate Behavior section below. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law, and may be subject to criminal penalties.

ELECTRONIC COMMUNICATION SYSTEM - STUDENT ACCEPTABLE USE POLICY

SAISD has established a District-wide electronic communications system to facilitate the educational process. Along with this resource are associated responsibilities. Though all training in the use of the District's telecommunications network emphasizes the ethical use of this resource, it is possible that your child may come across some materials you might find unacceptable. While the District takes reasonable steps to prevent access to such material through electronic filtering and classroom management, it is not possible for the District to guarantee that it can completely prevent such access. The rules below are for appropriate use and are expected to be followed at all times while accessing the District's electronic communications system. Students are expected to adhere to the following rules:

Safety of Self and Others

- Report to their teachers or other school personnel any message received that is inappropriate or makes them uncomfortable;
- Not reveal personal information about themselves or others;
- Not agree to meet with someone they met online without parental knowledge and participation;
- Not use the system to threaten others;
- Use appropriate language for the educational environment and for the educational activity in which they are currently involved (no swearing, vulgarity, ethnic or racial slurs, or any other inflammatory or threatening language);
- Not transmit or send obscene pictures or messages; or
- Not participate in cyber-bullying.

Access and Use

- Not send messages under a false identity;
- Not access e-mail, files, and/or other documents of other users without permission;
- Not use the Internet or other electronic communications to threaten district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Not access websites that contain inappropriate or illegal material, including those that contain content that is pornographic or sexual in nature, from any computer or other technological device on school property;
- Not use the internet for financial gain, political or commercial activity;
- Not use the system for purchasing products or services; or
- Not use the system for illegal purposes or any other activity prohibited by District policy.

Copyright Laws

- Will comply with and be aware of all copyright laws.

System Security

- Not attempt to harm equipment, materials, or data;

- Not knowingly infect a computer or network with a virus;
- Not knowingly disrupt the network;
- Not provide passwords to other users; and
- Always report any violations of the SAISD Acceptable Use Guidelines to a teacher or administrator.

Respect for System Limitations

- Not download large files unless absolutely necessary.

INAPPROPRIATE ELECTRONIC MESSAGES AND WEBPAGES

Students are prohibited from sending, posting or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyber bullying and "sexting." This prohibition applies to conduct both on and off school property if it results in a substantial disruption to the educational environment or infringes on the rights of another student at school.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

Students are also prohibited from using the name or persona of another person to create a web page on or to post one or more messages on a commercial networking site without obtaining the other person's consent AND with the intent to harm, defraud, intimidate, or threaten any person. Any person violating these rules will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

CELL PHONES AND OTHER ELECTRONIC DEVICES

The use of cell phones and other electronic devices, such as MP3 players, on school property is prohibited. For safety purposes, the district permits students to possess cell phones while on campus; however, all cell phones must remain turned off during school hours, including during all testing. With prior approval from the principal and teacher, a student may use personal electronic devices for on-campus educational purposes only.

Any unauthorized use of cell phones or other electronic devices will result in the consequences described in the Student Code of Conduct, as well as the assessing of fines and/or confiscation as described below:

1st Offense – Documented verbal warning and reminder given to student that electronic devices may be confiscated and fines assessed for the return of the device in accordance with the Telecommunications / Electronic Devices Procedures.

2nd Offense – Electronic device confiscated and returned to parent/legal guardian at end of the school day. Parent/guardian signature and date required for receipt of device and parents will receive an additional copy of the Telecommunications/Electronic Devices Procedures.

3rd Offense – Device confiscated and \$10 fine assessed for return of the item. Parents/legal guardians may pick up the device at the end of the day after the fine has been collected.

4th and subsequent offenses – Device confiscated and \$15 fine assessed for return of the item. Parents/legal guardians may pick up the device at the end of the day after the fine has been collected.

Additional Considerations:

- Adult students over the age of 18 years may retrieve personal electronic devices in lieu of parent/guardian after paying the required fee at the end of the school day as appropriate.
- Administrators/campus staff are not responsible for lost or stolen items.
- When paying fine, exact cash is required.
- Hours to pick-up phones/electronic devices are 7:30 a.m. to 4:15 p.m. Monday through Friday.
- Fees collected will be deposited in campus student activity funds.
- Upon receipt of reliable proof that a student and his or her parent or guardian are unable to pay the required fee, the fee shall be waived. Principals shall determine eligibility for a fee waiver.

Disposal of Electronic Devices

Parents/legal guardians will be given notice and will be allowed to retrieve devices collected throughout the school year prior to disposal of the device. If a telecommunication device is not retrieved, the District shall dispose of the device after providing the student's parent and the paging company whose name and address appear on the device at least 30 days' notice of the intent to dispose of the device. Such notice may be made by telephone or in writing, and must include the serial number of the device.

EMAIL AND SOCIAL MEDIA USE BETWEEN EMPLOYEES AND STUDENTS

In general, employees are prohibited from using electronic media (email, texting, social media, etc.) to communicate with students unless they are exempted from this prohibition under Administrative Procedure D36. A certified or licensed employee may communicate with students via electronic media about matters within the scope of their professional responsibilities without written consent from District administration. Any other employee designated in writing by the Superintendent or the campus principal may use electronic media to communicate with students who are currently enrolled in the district. There is also a defined exemption for certain family members.

Employees are also prohibited from communicating with students through a personal social network page unless the employee has created a separate social network page (a "professional page") for the purpose of communicating with students. The employee must receive a signed and completed Participation in Electronic Media Parent Permission Form [Form D36-A] prior to communicating with any student through a form of electronic media that is private or password protected. This includes all emailing or texting (even if more than one person is part of the communication) or any social media format that requires a password or permission to access. A signed Form D36-A from each student participant is not required for public internet communications or postings that do not require the host's permission or a password to access the posted information (e.g., a public Twitter account or public Facebook page). If you have any questions regarding the District's electronic media policy, please contact the Department of Instructional Technology.

C – CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

GENERAL DISCIPLINE GUIDELINES

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Students must be treated fairly.

Discipline shall be based on a careful assessment of the factors particular to each case, including the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude or intent, the effect of the misconduct on the school environment, whether self-defense was involved, and statutory requirements. Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

BEHAVIOR MANAGEMENT TECHNIQUES

Behavior management techniques and consequences will be applied when necessary to improve the students' behavior, to maintain order, or to protect other students, school employees, or property. Every student shall be treated appropriately, fairly, and equitably. The following behavior management techniques may be used by teachers, administrators, or both, alone or in combination:

- Tier I Positive Behavior Intervention Strategies
- Multi-Tiered System of Support (MTSS)
- Verbal Correction
- Cooling-off time or "time-out"
- Seating changes in the classroom
- Student-parent-teacher conferences
- Confiscation of items that disrupt the educational process
- Conference with teacher, counselor or administrative personnel
- Mediation
- 90 Second Spark
- 2 Minute Connections
- Mood Meters
- Classroom restorative circles (Classroom circles can be used to establish a Treatment Agreement, building school community, repairing harm, decision making strategies and/or teaching content)
- Teacher-parent telephone conference
- Teacher-parent face-to-face conference
- Administrator-teacher-parent telephone conference
- Administrator-teacher-staff-parent face-to-face conference
- School-assessed and school administered counseling and/or group socialization skills training
- Anger Management
- Restitution/Restoration (see glossary)
- Behavioral Contract
- Bullying Contract
- "Stay Away" Agreements
- Removal of student to the office
- Placement in the On-Campus Intervention/In-School Suspension program
- Withdraw or restrictions of bus privileges
- Detention
- Prohibited attendance at or participation in extracurricular activities
- Suspension (not to exceed three (3) school days, per incident)
- Referral to law enforcement when inappropriate behavior violates local and/or state law
- Placement in a Disciplinary Alternative Education Program (DAEP)
- Expulsion from SAISD and placement in the Juvenile Justice Alternative Education Program (JJAEP)

- Techniques or penalties identified in individual student organizations' extracurricular standards of behavior
- Other strategies and consequences as specified by the Student Code of Conduct

Some inappropriate punishment techniques for behavior violations may include, but are not limited to, the following examples:

- Requiring a student to stand for a period time without sitting;
- Requiring a student to stand and hold books for a period time without relief;
- Requiring a student to engage in physical activity as a discipline technique;
- Subjecting a student to ridicule;
- Requiring a student to write "lines";
- Ordering a student to leave the classroom without a discipline referral;
- Requiring a student to work in an unsupervised setting (e.g., in the hallway, etc.); and
- Denying a student access to lunch, prescribed medication, or bathroom breaks.

The principal shall delineate other discipline techniques which are considered inappropriate on the campus.

Time-out Guidelines

Time-out is a behavior management technique that seeks to reduce or eliminate inappropriate behaviors that are maintained by attention or other reinforcers. Time-outs are intended to give students an opportunity to regain self-control, which will increase and strengthen positive student behavior. A student placed in time-out is separated from the activity or other students for a limited amount of time.

Teachers are encouraged to designate areas in the classroom for time-out, such as a self-control area, cool-down, or chill corner. Time-out in another teacher's classroom may be used if both teachers agree. For any time-out, students must be supervised at all times and any loss of instruction time should be minimized. Students may not be isolated or kept locked in a classroom. A student cannot be physically prohibited from leaving time-out nor can physical force be used to place students in time-out.

For students with IEPs in accordance with TAC §89.1053(b)(3) and TEC 37.0021(b)(3) *Time-out* means a behavior management technique in which, to provide a child with an opportunity to regain self-control, the child is separated from other children for a limited period in a setting that is not locked and from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object. A school employee, volunteer, or independent contractor may use time-out with the following limitations:

- Physical force or threat of physical force must not be used to place a child in time-out;
- Time-out must only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the child's individualized education program (IEP) and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior; and
- Use of time-out must not be implemented in a fashion that precludes the ability of a child to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the child's IEP.

For students with IEPs in accordance with TAC §89.1053(h), training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

- General or special education personnel who implement time-out based on requirements established in a child's IEP and/or BIP must be trained in the use of time-out;
- Newly identified personnel called upon to implement time-out based on requirements established in a child's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out;
- Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of a child to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the child's IEP; and
- All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. A student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see Glossary) until an ARD committee meeting has been held to review the conduct. Pending the results of the meeting, a student may be removed for a maximum of ten school days.

Students with IEPs may be subject to both in and out-of-school suspension the same as all students up to 10 cumulative school days. Once a student reaches 10 days of removals, whether partial or full day, an MDR must be held. At the MDR ARD, the committee must determine if the suspensions constitute a pattern of removals either by type of behavior, length of removal, or proximity of removals to one another. If a pattern is established, the student may not be subjected to additional similar removals

for the remainder of the school year. Removals are accrued when the disciplinary action resulted in a removal of special education services for all or part of the day. This includes suspension from riding the bus if the student receives transportation as a related service as well as partial-day suspensions. If the student is assigned in-school-suspension which results in the student not having access to the special education time indicated in the ARD schedule, this will count as one day of removal.

Placement of Students with Disabilities into a DAEP or Expulsion

The DAEP placement of a student with a disability or expulsion may only be made following an ARD/Section 504 meeting which determines that the misconduct was not a manifestation of the student's disability. The review must be conducted no later than ten (10) school days following the decision to place the student in the DAEP. The ARD Committee or Section 504 Committee may determine that the conduct was a manifestation of the student's disability only if the ARD Committee determines the following: (a) the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (b) the conduct in question was the direct result of the District's failure to implement the IEP.

A student with a disability who receives special education services may not be placed in DAEP solely for educational purposes if the student has not also committed one of the offenses warranting placement in the DAEP. [TEC 37.004]

If the ARD Committee determines that the behavior of the student was not a manifestation of the student's disability, the student may be placed into a DAEP or expelled but must continue to be provided a free appropriate public education. The ARD Committee shall determine the services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the student's IEP goals during the time of placement.

If the ARD Committee determines that the student's misconduct was a manifestation of the disability, the student shall not be placed into the DAEP or expelled. If the ARD Committee determines that the student's placement and/or IEP is inappropriate, the misconduct must be considered a manifestation of the student's disability and the student must not be expelled. The ARD Committee may propose changes in the student's placement (other than DAEP placement or expulsion), and/or changes in the student's IEP, including the student's behavioral intervention plan as appropriate.

A student with a disability may be removed to an interim alternative educational setting for not more than 45 school days without regard to whether the misconduct is determined to be a manifestation of the student's disability in cases where the student: (i) carries or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the school district; (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the school district; or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district. If the student's behavior is determined NOT to be a manifestation of the student's disability, the student may be placed in a disciplinary setting to the same extent as a non-disabled student.

DETENTION

For infractions of the Student Code of Conduct or other policies and regulations, teachers may detain students before or after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his or her version of the incident.

When detention is used, notice shall first be given to the student's parent or legal guardian to inform the parent of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 or older living apart from parents and emancipated minors, the detention shall not begin until the parent has been notified. The student's parent or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

IN-SCHOOL SUSPENSION/ON-CAMPUS INTERVENTION

Students may be placed in in-school suspension or on-campus intervention for engaging in any serious [Level II] offenses as described and set forth in this Code of Conduct. Additionally, students may be placed in in-school suspension or on-campus intervention pending DAEP placement or expulsion. Before placing a student in in-school suspension or on-campus intervention, the campus behavior coordinator shall consider reasonable alternatives, including behavior intervention strategies, wrap around services or appropriate discipline management techniques. If the campus behavior coordinator determines that in-school suspension or on-campus intervention is the most appropriate alternative, no other disciplinary action need precede the placement in in-school suspension or on-campus intervention.

REMOVAL FROM CLASSROOM BY A TEACHER

Routine Removal: A teacher may send a student to the campus behavior coordinator's office with appropriate documentation of a violation of this Code of Conduct in order to maintain effective discipline in the classroom. The campus behavior coordinator shall respond by employing appropriate discipline management techniques consistent with this SAISD Student Code of Conduct and local policy.

Formal Removal: A teacher may remove from class a student who (1) has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or (2) whose behavior the teacher determines is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the student's classmates to learn.

The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities. When a student has been removed by a teacher pursuant to this section, the campus must complete a Discipline Data Entry Form (F34-A), using the Offense Code 01.

Conference and Review Requirements for Students Removed from Class

In the case of a formal removal, not later than the third class day after the day in which the student is removed from the class by the teacher, the campus behavior coordinator, or other appropriate administrator, the campus behavior coordinator or other appropriate administrator shall schedule a conference with the student's parent, the teacher that removed the student, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The campus behavior coordinator or other appropriate administrator will notify the student of the consequences of the Code of Conduct violation. The student may not be returned to the regular classroom pending the conference.

Following the conference, and whether or not all requested parties are in attendance after valid attempts to require their attendance, the principal shall order the placement of the student for a period consistent with this Code of Conduct. Students with disabilities may not be removed in violation of specific IEP/IAP provisions or for more than 10 school days in a school year without ARD/Section 504 Committee approval.

A student removed from the regular classroom to in-school suspension, on-campus intervention or another setting, other than DAEP, will have an opportunity, before the beginning of the next school year, to complete each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. Students and their parents are encouraged to discuss the option with the teacher or school counselor to ensure the student completes all work required for the course or grade level.

Return to the Classroom

The student may not be returned to the classroom of the teacher who removed the student without the teacher's consent unless the Placement Review Committee determines that such placement is the "best or only alternative available." However, if the teacher removed the student because the student committed assault with bodily injury, aggravated assault, sexual assault, or aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder against the teacher, the student may not be returned without the teacher's consent.

SUSPENSION (OUT OF SCHOOL)

Students may be suspended for a period not to exceed three school days per behavior violation for engaging in any [Level II] offense or higher or pending DAEP placement or expulsion. A campus administrator may suspend a student prior to (but not in lieu of) placement in a DAEP or prior to (but not in lieu of) expulsion, where a student's conduct requires such placement or expulsion. Before suspending a student, the campus behavior coordinator or appropriate administrator shall consider reasonable alternatives, including appropriate discipline management techniques. If the administrator determines that a suspension is the most appropriate alternative, no other disciplinary action need precede the suspension.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student in grade 2 or below shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students in grade 2 or below who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Students who are sent home by the school for behavior infractions are suspended. Students may not be sent home without the proper procedures being followed for out-of-school suspension.

Conference with Student before Suspension

Before suspending a student, the campus coordinator or appropriate administrator shall conduct an informal conference, at which the student shall be advised of the conduct with which he or she is charged, and the student shall be given the opportunity to explain the student's version of the incident.

Notice to Parents re: Suspension

A student's parent shall be notified of a suspension by telephone, or other appropriate means, as soon as reasonably practicable. Parents shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension. The student is not allowed on the home campus or any other school campus or at any school-related activity during the suspension.

Students violating this prohibition may be charged with illegal trespass, a Class C Misdemeanor. If a student is incarcerated, District staff will attempt to contact parents and other agencies to provide required student information.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS (DAEP)

The District shall provide for the continuing education of a student placed in a DAEP by transferring the student to one of the District campuses designated as a DAEP campus. The DAEP shall be in a setting other than the student's regular classroom. A student younger than 6 years of age may not be placed in a DAEP. A student in grade 2 or below shall not be placed in DAEP unless the student's conduct meets the requirements established in law. [See **Suspension Out of School**]. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12. Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program. The district shall provide transportation to students in a DAEP.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district shall take into consideration (1) self-defense (see glossary); (2) intent or lack of intent at the time the student engaged in the conduct, (3) the student's disciplinary history, or (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Hearing

Following an initial determination by the principal or investigating administrator that a student has committed an offense that requires or allows placement in a DAEP, a hearing will be scheduled with a District hearing officer who shall determine whether placement is warranted and the appropriate consequence based on information from the principal, teacher(s), parent(s) and other sources of data. At the hearing, the student's parent or guardian will be notified of the alleged violation of the code of conduct. If the School District makes a good faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Duration of Placement

The duration of a student's placement in the DAEP shall be determined by the campus behavior coordinator or other appropriate administrator. The length of placement shall be expressed in a specific number of days that the student must successfully complete in the DAEP prior to returning to the home campus. If the student's placement is to extend beyond the end of the next grading period, the student or the student's parent or guardian is entitled to participate in a proceeding before the Board of Trustees or the Board's designee. Any appeal of the decision shall be addressed in accordance with FNG (Local).

Before the District may place a student in a DAEP for a period that extends beyond the end of the school year, the Board or Board's designee must determine that (a) the student's presence in the regular classroom or at the student's regular campus presents a danger of physical harm to the student or to another individual; or (b) the student has engaged in serious or persistent misbehavior that violates this SAISD Student Code of Conduct.

Appeal

Any decision made by the District Hearing Officer to remove a student to a Discipline Alternative Placement Program is subject to the District's Student and Parent Complaints/Grievances Policy. [See policy FNG (LOCAL)]

Coursework Notice

The parent of a student placed in DAEP shall be given written notice of the student's opportunity to complete coursework required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework. Students and their parents are encouraged to discuss the option with the teacher or school counselor to ensure the student completes all work required for the course or grade level.

Emergency Placement

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis. In such a situation, the principal or designee shall schedule an appropriate conference no later than the 10th day after the placement.

DAEP for 90 Days or More – Student Assessment

All students placed into a disciplinary alternative education program for 90 days or more shall be assessed upon initial placement and subsequently on the date that the student depart from the program or as near to that date as possible. The assessment instrument will measure basic skills in reading and math. Students assigned to the disciplinary alternative education program must also take all academic skills assessments required of all public school students.

DAEP for 120 Days or More – Review of Student's Status

A student placed in a DAEP shall be provided a review of his/her status, including a review of his/her academic status, by the Board's designee at intervals not to exceed 120 days. In the case of a high school student, the Board's designee, with the student's parent, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific

graduation plan for the student. The District is not required under this subsection to provide, in the District's DAEP, a course not specified under Section 37.008(a) of the Texas Education Code. At the review, the student or parent must be given an opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

DAEP Placement for Persistent Misbehavior

Before proposing a student for DAEP placement for persistent misbehavior, the campus must begin the Multi-Tiered Systems of Support (MTSS) behavior intervention and then submit to the hearing officer at least 4-6 weeks of properly documented MTSS progress monitoring. The student must be in attendance at the student's regular campus for those 4-6 weeks (i.e., time in suspension or DAEP does not count). The days may be consecutive or nonconsecutive, but the time period starts over each school year. Each student will receive no more than one DAEP placement for persistent misbehavior per school year.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district. The district may place the student in the district's DAEP or a regular classroom setting.

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration (1) self-defense (see glossary); (2) intent or lack of intent at the time the student engaged in the conduct, (3) the student's disciplinary history, or (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

No student under the age of 10 shall be expelled by the District EXCEPT in the case of a student who brings a firearm to school pursuant to Section 37.007(e) of the Texas Education Code, in which case the District shall provide educational services to the expelled student in a DAEP.

Expulsion for Firearm Violations

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm to school, as defined by Federal law when the offense occurs on school property or while attending a school-sponsored or school-related activity on or off school property. However, the Superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Expelled Transfer Students

If an expelled student from another school district applies to enroll in SAISD, the District will request that the district that expelled the student provide to SAISD, at the same time other records of the student are provided, a copy of the expulsion order and the referral to the authorized officer of the Juvenile Court. SAISD may continue the expulsion under the terms of the order, may place the student in a DAEP for the period specified by the expulsion order, or may allow the student to attend regular classes without completing the period of expulsion.

Emergency Expulsion

In an emergency, the campus behavior coordinator or other appropriate administrator may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis. At the time of the emergency expulsion, the student shall be given oral notice of the reason for that action.

Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion. Pending the hearing, the student may be placed into another appropriate classroom, in-school suspension, or out of school suspension or the DAEP.

Due Process and Hearing for Expelled Students

Before a student is expelled, the Board or its designee shall provide the student an opportunity for a hearing at which the student is afforded due process, which shall include the following: (1) prior notice of the charges to the student's parent or guardian and the proposed sanctions so as to afford a reasonable opportunity for preparation; (2) right to a full and fair hearing before the Board or its designee; (3) right to an adult representative or legal counsel; (4) opportunity to testify, present evidence, and witnesses in his or her defense; and (5) opportunity to examine the evidence presented by the school administration and, minimally, an opportunity to view the identity of the District's witnesses and the oral or written report of the facts to which each District witness testifies.

The District shall send a notice of the hearing to the student and parent. The notice shall be in writing and shall give information about the nature of the evidence to be used against the student. If the School District makes a good faith effort to inform the student and parent of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

During the hearing, the District may rely on the hearsay evidence of school administrators who investigate discipline infractions. The decision shall be based exclusively on evidence presented at the hearing. The final decision shall be communicated promptly

to the student and parent. If the Board's designee conducts the hearing, a tape recording or transcript of the proceeding shall be made for the Board's review on appeal, in the event the matter is appealed to the Board.

After the due process hearing, the expelled student may request that the board of trustees review the expulsion decision by submitting a written request to the superintendent within 7 days after receipt of the written expulsion decision. The superintendent must provide the student or parent with written notice of the date, time and place of the meeting at which the board will review the expulsion decision. The board will review the record of the expulsion hearing in a closed session unless the parent requests that the meeting be open to the public. The board shall review the record, hear statements from both parties and shall communicate its decision orally at the conclusion of the presentation. Consequences of expulsion are not deferred pending the hearing or outcome.

If the student has been removed under the emergency expulsion provision pending the expulsion hearing, the principal or designee shall schedule a hearing within a reasonable time period (ten consecutive days) and shall invite the student's parent to attend. Pending the hearing, the student may be placed into another appropriate classroom, in-school suspension, or out of school suspension or the DAEP.

Placement in a Juvenile Justice Alternative Education Program (JJAEP)

Students who are expelled are referred for enrollment in the Bexar County Juvenile Justice Academy, the JJAEP school for Bexar County expelled students. Not later than the 2nd business day after the hearing, the District shall deliver a copy of the expulsion order to the juvenile court as well as the information required pursuant to the Texas Family Code. A copy of the expulsion order shall be provided to the student and the student's parent.

Length of Expulsion

The length of expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. Each expulsion decision shall be made on a case-by-case basis with the maximum period of one year unless, after a review, the district determines that the student is a threat to the safety of other students or to district employees or that extended expulsion is in the best interest of the student. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion. If the length of expulsion is inconsistent with the guidelines herein, the expulsion order shall give notice of the inconsistency.

ADDITIONAL DAEP AND EXPULSION GUIDELINES

Restrictions During DAEP or Expulsion

During a DAEP placement or expulsion, a student may not participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations. For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the placement order.

Additional Misconduct

If, during the disciplinary placement the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or other appropriate administrator may issue an additional disciplinary order as a result of those proceedings.

Transfer or Withdrawal from a DAEP or JJAEP

If a student transfers into SAISD from another school district in which the student was placed in a DAEP, SAISD shall continue the placement under the terms of the order provided by the sending school district. Students who transfer out of SAISD to another public or private institution, including students who withdraw from SAISD for the purpose of home schooling, and students who do not attend the DAEP or JJAEP for the duration of the placement for any reason (other than reasons which constitute an "excused absence" under SAISD policy), shall be required, upon returning to SAISD, to complete the number of days missed in the DAEP or JJAEP before being allowed to return to the regular campus. In the event that the student transfers out of SAISD while DAEP or expulsion proceedings are pending, SAISD will complete the placement proceedings.

CREDIT DURING DISCIPLINARY PROCESS

Students shall receive full credit for assignments completed in a DAEP, including in-school suspension or on-campus intervention. Students suspended from school are entitled to make up assignments or tests, regardless of the reason for the suspension. Teachers are to inform students of the time allotted for completion of the work. Students are responsible for obtaining the assignments and completing the work within the time allotted, and students are allowed to make up both class work and homework.

Students who are placed in the Bexar County Juvenile Justice Academy following expulsion are eligible to receive credit for course work completed during the placement. Students with disabilities will receive educational services during expulsion as determined by the Admission, Review, and Dismissal (ARD)/Section 504 committee.

PHYSICAL RESTRAINT

District employees may, within the scope of the employee's duties, use appropriate physical restraint to a student that the employee reasonably believes is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Prevent a student from fleeing when fleeing would put the student or others in danger.
4. Protect property from serious damage.
5. Remove from a specific location a student refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures. (However, an employee is not allowed to use physical restraint as a disciplinary measure; corporal punishment is prohibited)
6. Restrain an irrational student.

Students with IEPs are also subject to physical restraint in accordance with TAC §891.1053(c). A school employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations:

- Restraint must be limited to the use of such reasonable force as is necessary to address the emergency;
- Restraint must be discontinued at the point at which the emergency no longer exists;
- Restraint must be implemented in such a way as to protect the health and safety of the child and others; and
- Restraint must not deprive the child of basic human necessities.

Training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

- A core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint;
- Personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint;
- Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint; and
- All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.

In accordance with §89.1053(e), the following documentation requirements must be met in a case in which restraint is used by school employees, volunteers, or independent contractors:

- on the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint;
- On the day restraint is utilized, a good faith effort must be made to verbally notify the parent regarding the use of restraint;
- Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint;
- Written documentation regarding the use of restraint must be placed in the child's special education eligibility folder in a timely manner so the information is available to the admission, review, and dismissal (ARD) committee when it considers the impact of the child's behavior on the child's learning and/or the creation or revision of a behavioral intervention plan (BIP); and
- Written notification to the parent and documentation to the child's special education eligibility folder must include the following:
 - Name of the child;
 - Name of the staff member or staff members administering the restraint;
 - Date of the restraint and the time the restraint began and ended;
 - Location of the restraint;
 - Nature of the restraint;
 - A description of the activity in which the child was engaged immediately preceding the use of restraint;
 - The behavior that prompted the restraint;
 - The efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
 - Information documenting parent contact and notification.

SECTION VIII: GLOSSARY

(General terms – not intended as legal explanations)

ABUSE: Improper or excessive use.

ACCELERATED INSTRUCTION: An intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT: One of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

AGGRAVATED ASSAULT: An assault which causes serious bodily injury to another; or an assault during which the person uses or exhibits a deadly weapon.

AGGRAVATED ROBBERY: Is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

ARD (Admissions, Review, and Dismissal): An ARD Committee serves to make decisions regarding the educational program of students who qualify for Special Education services. The eligible student's parents are part of the committee.

ARMOR-PIERCING AMMUNITION: Handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

ARSON: 1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage: a. any vegetation, fence, or structure on open-space land; or b. Any building, habitation, or vehicle: 1) Knowing that it is within the limits of an incorporated city or town, 2) Knowing that it is insured against damage or destruction, 3) Knowing that it is subject to a mortgage or other security interest, 4) Knowing that it is located on property belonging to another, 5) Knowing that it has located within it property belonging to another, or 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another; 2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or 3. A crime that involves intentionally starting a fire or causing an explosion and in so doing; a. Recklessly damages or destroys a building belonging to another, or b. Recklessly causes another person to suffer bodily injury or death.

ASSAULT: Intentionally, knowingly, or recklessly causing bodily injury to another; or intentionally, knowingly, or recklessly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with

another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.

ATTENDANCE REVIEW COMMITTEE: Is sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

BEXAR COUNTY JUVENILE JUSTICE ACADEMY EDUCATION PROGRAM (BCJJAEP): An alternative school administered by the Bexar County Juvenile Justice Board that provides education services to students who are expelled.

BEHAVIOR SUPPORT CLASSROOM: An educational program offered by the District to meet the behavior needs of some eligible special education students.

BOARD POLICIES: Statements adopted by the SAISD Board of Education that govern the District. The policies are based on laws and other official authority, such as the U.S. and Texas Constitutions, federal statutes, the Texas Education Code, and other state laws, etc. All Board policies are available on the SAISD webpage at www.saisd.net under the "Board of Trustees" tab.

BREACH OF COMPUTER SECURITY: Knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Texas Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

BULLYING: Is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying (See below). This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

CHEMICAL DISPENSING DEVICE: Is defined by Texas Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

CITATION ("TICKET"): Notice of disorderly conduct, tobacco use or other legal violation that may be issued by law enforcement personnel when a student engages in certain conduct; this is an action separate from any school disciplinary action.

CLT (Campus Leadership Team): Each campus has a team composed of employees, parents, and community members to advise the principal.

CLUB: Is defined by Texas Penal Code 46.01 as an instrument that is specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument and includes, but is not limited to, the following: blackjack; nightstick; mace; tomahawk.

CONTROLLED SUBSTANCE: A substance which is illegal to possess or be under the influence of, or to sell, give, or deliver to another person, without the legal authorization to do so. Controlled substances include, but are not limited to, cocaine, LSD, Marijuana, Valium, and Xanax. For more complete information refer to the Texas Health & Safety Code.

CRIMINAL MISCHIEF (VANDALISM): Without the effective consent of the owner, (a) intentionally or knowingly damaging or destroying the tangible property of the owner; (b) intentionally or knowingly tampering with the tangible property of the owner and causing financial loss or substantial inconvenience to the owner or a third person; or (c) intentionally or knowingly making markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of the owner. (See also **GRAFFITI**)

CRIMINAL STREET GANG: Three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

CYBERBULLYING: Is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

DAEP (Disciplinary Alternative Education Program): A placement for students who have violated certain provisions of the Student Code of Conduct.

DATING VIOLENCE: When a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

DEADLY CONDUCT: When a person commits an offense by recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building or vehicle.

DEFERRED ADJUDICATION: An alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

DEFERRED PROSECUTION: May be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

DELINQUENT CONDUCT: Conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP): An educational program provided by the School District for students who have engaged in serious misconduct, such as assault, drug- or alcohol-related offenses, public lewdness, glue or paint abuses, and unruly, disruptive or abusive classroom behavior. DAEPs are located off the regular campus so that students in DAEPs are separated from students in the regular program. The DAEP provides supervision and counseling and focuses on English language arts, mathematics, science, history, and self-discipline.

DISCRETIONARY: Something that is left to or regulated by a local decision maker.

DISRUPTIVE BEHAVIOR: Any oral or physical behavior by a student that is deemed by a teacher or other school official to interfere with the delivery of classroom instruction or that infringes upon the peace and tranquility of the campus environment or a school-related activity.

DISTRICT LEADERSHIP TEAM (DLT): A District-level team composed of professional employees, parents, community members, and business representatives.

DUE PROCESS HEARING: A hearing provided any student who is recommended for expulsion at which time the student and parent/guardian can present evidence and testimony in the student's defense. The Hearing Officer makes the decision regarding expulsion based upon the evidence presented at the hearing. [See Section III of the SAISD Student Code of Conduct in this handbook for complete details of the due process hearing.]

EXPLOSIVE WEAPON: Is defined by Texas Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal

purpose of causing such a loud report as to cause undue public alarm or terror.

EXPULSION: An act of the District administration which prohibits a student from attending school for a period in excess of three school days. Expulsions can be for periods as long as a semester or a school year. In serious cases, an expulsion can be longer than one school year.

FALSE ALARM OR REPORT: Knowingly initiating, communicating or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that the person knows to be false or baseless and that would ordinarily cause action by an official or voluntary agency organized to deal with emergencies, place a person in fear of imminent serious bodily injury, or prevent or interrupt the occupation of a building, room, place of assembly, place to which the public has access, or automobile or other mode of transportation. If the offense involves, among other services and entities, a public school, the offense is a felony.

FELONY OFFENSE: An offense that is considered grave and that is designated as a felony by law or is punishable by death or confinement in a penitentiary; an offense more serious than a misdemeanor.

FELONY CRIMINAL MISCHIEF: Criminal mischief constitutes a felony if the property damage meets or exceeds \$1,500. This offense may result in expulsion.

FERPA: Refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

FIREARM: Under Federal law and offense code 90, includes:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer;

Any destructive device, such as any explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, or device similar to any of the preceding described devices. It also means any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled. Under Texas law, FIREARM generally means any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily converted to that use. FIREARM does not include antique or curio firearms or replicas of antique or curio firearms.

FIREARM SILENCER: Is defined by Texas Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

GANG: An organization composed, in whole or in part, of students, which seeks to perpetuate itself by taking in additional members from the student population on the basis of the decision of the organization's membership as a whole, rather than on the free choice of the individual student.

GANG ACTIVITIES AND SECRET SOCIETIES: Students who participate in gang activities shall be subject to

disciplinary action as outlined in the Student Code of Conduct. In addition, a person who coerces, solicits, or induces gang membership may be charged with a state jail felony or a third degree felony in accordance with state law. The following activities may be considered to be gang-related:

1. Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti or other affiliation in any gang;
2. Committing any act or omission or using any speech, either verbal or non-verbal (gestures, handshakes, etc.), showing membership or affiliation in a gang;
3. Using any speech or committing any act or omission in furtherance of interest in any gang or gang activity, including, but not limited to:
 - i. Soliciting others for membership in any gang;
 - ii. Requesting any person to pay for protection, or otherwise intimidating or threatening any person;
 - iii. Inciting other students to act with physical violence upon any other person;
 - iv. Engaging in conduct with others in intimidating, fighting, assaulting, or threatening to assault others;
 - v. Committing any other illegal acts or other violations of District policies.

GANG-FREE ZONES: For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

GRAFFITI: The offense of graffiti may fall into two categories:

1. A person commits an offense if with paint, a permanent (indelible) marker, or an etching or engraving device and without the effective consent of the owner the person intentionally or knowingly makes markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of the owner. If the marking is made on a school (defined as private or public elementary or secondary school), and financial loss to real or tangible property is less than \$20,000, the offense is a felony.
2. Graffiti that is made with items other than paint or an indelible marker, or an etching or engraving device may be categorized as criminal mischief and may be punishable as a felony or misdemeanor, depending upon the extent of the damage and/or other application of the law. (See also **CRIMINAL MISCHIEF, VANDALISM**)

HARASSMENT: Threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code, which includes repeated unwelcome and offensive slurs, jokes, or other oral, written, graphic or physical conduct related to an individual's race, color, religion, national origin, disability, or age that creates intimidating, hostile, or offensive educational or work environment.

HAZING: Is defined by Section 37.151 of the Education Code as any intentional, knowing, or reckless act directed against a student, whether on or off the campus, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes, but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, and confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in a District school, or that may reasonably be expected to cause a student to leave the organization or the school rather than submit to acts described above.
5. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the *Texas Penal Code*.

HIT LIST: Is defined by Section 37.151 of the Education Code as a list of people targeted to be harmed, using a firearm, as defined by Section 46.01 (3), Penal Code; a knife, as defined by Sections 46.01 (7), Penal Code; or any other object to be used with intent to cause bodily harm.

HONORARY PRIVILEGES: Are privileges allowed or granted by the school or the district such as but not limited to participation in school-related activities and events such as prom, graduation ceremonies, senior trips, non-instructional field trips, etc.

IAP: Individual Accommodation Plan. An IAP is developed for each student who receives Section 504 services to meet the student's individual needs.

IEP: Individual Education Plan. An IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state for district wide tests; etc.

IMPROVISED EXPLOSIVE DEVICE: Is defined by Texas Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

INDECENT EXPOSURE: Is defined by Texas Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

INDELIBLE MARKER (used for graffiti): A device that makes a mark with a paint or ink product that is specifically formulated to be more difficult to erase, washout, or remove than ordinary paint or ink products.

INHALANTS (ABUSABLE GLUE OR PAINT): Glue or paint that is (a) packaged in a container holding a pint or less by volume or less than two pounds by weight; and (b) labeled in accordance with the labeling requirements concerning precautions against inhalation established by the Federal Hazardous Substances Act (15 U.S.C. § 1261, *et seq.*) and under regulations adopted under that Act.

IN-SCHOOL SUSPENSION (ISS): An alternative placement on the regular school campus for students officially removed from the regular classroom for disciplinary reasons. The school administration may place a student in ISS for a temporary period in accordance with the Student Code of Conduct.

INTIMATE VISUAL MATERIAL: Is defined by Texas Civil Practices and Remedies Code 98B.001 and Texas Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

JURISDICTION: The sphere of authority or control; the territorial range over which District authority extends.

KNIVES: Knives fall into three categories in relation to offenses in this Student Code of Conduct. Possessing, using, or exhibiting any knife is prohibited by the SAISD Student Code of Conduct. Knives can cause serious injury and possessing, using, or exhibiting most knives are considered Level III or IV offenses and can result in expulsion or DAEP placement. Also, as with other weapons, using any knife in a threatening manner can lead to other serious charges.

1. A LOCATION-RESTRICTED KNIFE – Level IV Offense (expulsion): Is defined by the Texas Penal Code 46.01 as a knife with a blade over five and one-half inches.
2. A PROHIBITED WEAPON – Level IV Offense (expulsion): A dagger or similar knife is classified as a prohibited weapon. The length of the blade is not a factor in identifying these knives since they are identified by their design and features.
3. OTHER KNIVES: Possession of any other knife, with a blade length up to and including 5 ½ inches, is prohibited by the Student Code of Conduct. Lock blade knives, if the blade is 5 ½ inches or less in length, are included in this category. The administrator determines the consequence based upon the size of the knife and the student's actions regarding the knife (such as, whether the student was possessing or was also displaying the knife.) These knives may be considered to be a violation of a Level III offense, resulting in DAEP placement, or Level II offense, generally resulting in suspension from school or other serious consequences.

KNUCKLES: Is defined by Texas Penal Code 46.01 as any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LOOK-ALIKE WEAPON: Means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

MACHINE GUN: As defined by Texas Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

MANDATORY: Means that something is obligatory or required because of an authority.

MARTIAL ARTS OBJECTS: Various objects that may be used as weapons, such as shurikan [throwing stars], nunchakus ["nun-chucks"], tonfa [wooden weapon], staff, baton [short stick], and bolo [long cord with weights at each end]). Many of these objects are within the definitions of illegal knives or prohibited weapons under the Texas Penal Code and their possession or use may constitute a Level III or IV offense.

MISDEMEANOR OFFENSE: An offense so designated by law or punishable by fine, by confinement in jail, or by both fine and confinement in jail; less serious than a felony.

NCLB ACT: The Federal No Child Left Behind act of 2001.

ONLINE HARASSMENT: Person commits an offense if the person uses the name or persona of another person to create a web page on or to post one or more messages on a commercial networking site without obtaining the other person's consent AND with the intent to harm, defraud, intimidate, or threaten any person.

PARAPHERNALIA: Any device that can be used to inhale, ingest, inject, or otherwise introduce a controlled substance into a human body.

PARENT: Throughout this document, the term "parent" refers to a parent, guardian, or other person having lawful control under court order.

PGP (Personal Graduation Plan): Recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

POSSESSION: The actual care, custody, control, or management of an object. Possession does not require that the person have the object being possessed on his/her person; having an object in one's locker, book bag, telecommunication or electronic device, vehicle, or other area where one exercises care, custody, control, or management is possession. For administrative purposes, any student who accepts possession of an illegal or prohibited item and who does not submit it immediately to a school official shall be considered to be in possession of the item and shall be subject to appropriate disciplinary action.

PRIVILEGE: Permission or authorization to participate and/or hold membership in school-related or extra-curricular activities, including, but not limited to, the following: honor and scholarship clubs/societies and activities, or other school-related clubs/societies and activities; school assemblies, graduation exercises, school dances, junior-senior proms, class or group trips (other than instructional field trips which are part of the curriculum); theater organizations, plays, presentations/performances, and talent shows; student body government, class organizations, and other similar activities and organizations; and participation in field days, carnivals, or other school-related celebrations.

PROHIBITED WEAPON: under Texas Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon;
 - b. A machine gun;
 - c. A short-barrel firearm;
2. Knuckles;
3. Armor-piercing ammunition;
4. A chemical dispensing device;
5. A zip gun;
6. A tire deflation device;
7. An improvised explosive device; or
8. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

PROHIBITION: A rule, law, order or decree that forbids something.

PUBLIC SCHOOL FRATERNITY, SORORITY, SECRET SOCIETY, OR GANG: An organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

PUBLIC LEWDNESS: Is defined by Texas Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place is reckless about whether another is present who will be offended or alarmed by the act.

REASONABLE BELIEF: A determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

REASONABLE SUSPICION: An awareness of facts about a particular student or students that reasonably suggests a violation of the Student Code of Conduct or other school policies or rules.

RETALIATION: Intentionally or knowingly harming or threatening another by an unlawful act in retaliation for or on account of the service of that person as a public servant (e.g., teacher), witness, informant, or one who has reported the occurrence of a crime.

RESTITUTION: The return of something lost or stolen to its proper owner, or the return of something to its previous state.

RESTORATION: The use of informal and formal processes to build relationships and a sense of community to prevent or repair conflict and wrongdoing.

SAT: One of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SCHOOL DAYS: Days the schools are in session according to the official District calendar adopted by the Board of Education.

SECTION 504: The federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

SELF DEFENSE: The use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

SERIOUS MISBEHAVIOR: (1) Deliberate violent behavior that poses a direct threat to the health or safety of others; (2) Extortion, meaning the gaining of money or other property by force or threat; (3) Conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or (4) Conduct that constitutes the offense of: (a) Public lewdness under Section 21.07, Texas Penal Code; (b) Indecent exposure under Section 21.08; Texas Penal Code; (c) Criminal mischief under Section 28.03, Texas Penal Code; (d) Personal hazing under Section 37.152, Education Code; or (e) Harassment under Section 42.07(a)(1), Texas Penal Code, of a student or district employee.

SERIOUS OR PERSISTENT MISBEHAVIOR: includes, but is not limited to: (1) Behavior that is grounds for permissible expulsion or mandatory DAEP placement; (2) Behavior identified by the district as grounds for discretionary DAEP placement; (3) Actions or demonstrations that substantially disrupt or materially interfere with school activities; (4) Refusal to attempt or complete school work as assigned; (5) Insubordination; (6) Profanity, vulgar language, or obscene gestures; (7) Leaving school grounds without permission; (8) Falsification of records, passes, or other school-related documents; and (9) Refusal to accept discipline assigned by the teacher or principal. Please see the Level III Offenses section for the definition of "persistent misbehavior", which is different than "serious or persistent misbehavior".

SEXTING: Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

SEXUAL HARASSMENT: Unwanted or unwelcome verbal or physical conduct of a sexual nature directed toward another person, whether by word, gesture, or any other sexual conduct, including request for sexual favors. (Note: Some conduct of this nature may be so offensive that it also may be classified as a felony or other illegal offense and may, therefore, result in DAEP placement or expulsion.)

SHAC (School Health Advisory Council): A group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other students and employee wellness issues.

SHORT-BARREL FIREARM: Is defined by Texas Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

STATE-MANDATED ASSESSMENTS: Required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the exit-level or STAAR EOC assessment, as

applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

SWITCHBLADE: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

SUSPENSION (Out of School): An act of the school administration taken as a disciplinary action which prohibits a student from attending school for one, two or three school days. The student is not allowed on the home campus or any other school campus or at any school-related activity during the period of suspension. If the student violates this prohibition, the student can be charged with illegal trespass, a Class C Misdemeanor.

TELPAS: Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten-grade 12.

TERRORISTIC THREAT: Is defined by Texas Penal Code 22.07 as a threat to commit any offense involving violence to any person or property with intent to: (1) cause a reaction of any type by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, etc.; or (4) cause impairment or interruption of public communication, transportation, power supply, water, gas, or public service.

THREATS: A bomb threat and other threats may be classified as a "false alarm or report," which is a felony offense. [See **FALSE ALARM OR REPORT**] Some threats are classified as "terroristic threats." [See **TERRORISTIC THREAT**] School personnel shall take all threats seriously, whether toward a person or a group or a school, and take disciplinary action. In most cases, threats constitute Level III Offenses and can result in DAEP placement.

TIRE DEFLATION DEVICE: Is defined in part by Section 46.01 of the Texas Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

TITLE 5 FELONY OFFENSES: Title 5 of the Texas Penal Code identifies "offenses against the person" which include, but are not limited to, such serious crimes as murder, capital murder, manslaughter, criminally negligent homicide, aggravated kidnapping, indecency with a child; sexual assault, aggravated assault, aggravated sexual assault, injury to a child, elderly individual or disabled individual, and abandoning or endangering a child. For a complete listing and explanation, see Texas Penal Code.

TRESPASSING: A person entering or remaining on property or in a building without effective consent and the person had notice that the entry was forbidden or received oral or written notice to depart but failed to do so.

TRUANCY: Failure of a student to attend school or class when the student's absence has not been excused by the District.

TxVSN: The Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL: Refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

UNDER THE INFLUENCE: Lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

VANDALISM: Destruction or damage to property. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law, and may be subject to criminal penalties. (See also **CRIMINAL MISCHIEF, GRAFFITI**)

VOLATILE CHEMICALS: Harmful chemicals such as chloroform, acetone, ketone, methanol, toluene, etc. (See Texas Health and Safety Code Section 484).

WEAPON: Any device, such as a gun, club or knife, which can be used to inflict bodily harm upon a person.

ZIP GUN: Is defined by Texas Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

FREEDOM FROM BULLYING POLICY

State law requires the district's policy on bullying be distributed annually in the Parent-Student Handbook. Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/176?filter=FFI>. On the following pages is the text of SAIDS's policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

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

Bullying Prohibited

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Definition

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

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

This conduct is considered bullying if it:

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

Examples

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

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

Examples

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

False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, gender identity, gender expression, sexual orientation, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to

the extent practicable, and shall be readily available at each campus and the District's administrative offices.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT Administrative Procedures

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USE OF COMMUNICATION TECHNOLOGIES BY STUDENTS

This Administrative Procedure defines the rights and responsibilities of both the student and the district relative to acceptable use of communication technologies. The use of technology is an important aspect of the educational experience at the San Antonio Independent School District. Communication technologies afford new and exciting learning opportunities for the student. Student use of communication technologies (whether or not owned or operated by the school district) on school grounds or at school activities is a privilege for the educational benefit of the student. Failure to adhere to these procedures may result in disciplinary action including, but not limited to, temporary or permanent loss of use of technology resources. This procedure is aligned to the Internet Safety Policies and SAISD Digital Ecosystem that offers a seamless digital environment that empowers each user with the tools needed to maximize his/her efficiency, productivity, and discovery for the highest levels of learning.

DIGITAL CITIZENSHIP

Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student behavior online are no different than face-to-face interactions.

COMMUNICATION TECHNOLOGIES

Communication technologies are comprised of the district network of wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (research databases, blogs, websites, collaboration software, social networking sites, content and learning management systems, and digital learning platforms). The district reserves the right to prioritize the use of, and access to, the network. All use of the network is consistent with the mission of the district and the alignment to the Texas Essential Knowledge and Skills (TEKS) which also promotes the development of 21st Century skills: communication, collaboration, creativity, and critical thinking necessary for college and career readiness.

STUDENT RIGHTS AND RESPONSIBILITIES

Student use of communication technologies is a privilege intended for the educational benefit of the student. Students must comply with the terms of these procedures and any applicable district Board policies and administrative procedures relative to the use of communication technologies. In using communication technologies, the student will:

1. Respect the rights of privacy of other students and district personnel
2. Remember that all student communications represent the district and thus reflect on the integrity, ethics, and good name of the district as a K-12 public education institution
3. Apply the same standards of behavior, conduct, and courtesy as are expected in the school, classroom, or other district setting
4. Comply with all laws, Board Policies, and administrative procedures regarding the use of copyrighted materials, and

5. Not seek unauthorized access to school, district, other public, or private computer networks, computers, or electronic files for any purpose

ACCEPTABLE USE

Communication technologies can be used for the creation of files, digital projects, videos, web pages, blogs and podcasts in support of education and research. Approval for these uses must be obtained as follows:

1. With the approval of the campus principal for participation in digital environments within or outside the district network such as, but not limited to, blogs, social media sites and groups, social video sharing sites, and the creation of content for podcasts, e-mail, webpages, and web conferencing.
2. With parental/guardian permission for participation in digital environments and online publication of student work, both within and outside the district network. Refer to form F26-A Communication Technologies Authorization Form for Students PreK-12. This form will default to permission to participate if not completed.

UNACCEPTABLE AND INAPPROPRIATE USE

The following forms of use of communication technologies are unacceptable and inappropriate and will be considered violations of Board Policy and Administrative Procedures. Violators will be subject to disciplinary action, including but not limited to temporary or permanent loss of use.

1. Hacking, cracking, or knowingly introducing or distributing viruses, worms, Trojan horses, time bombs or other changes to hardware, software and monitoring tools
2. Illegally installing copyrighted software for use on District computers
3. Sending messages using someone else's name or providing personal information about another individual
4. Posting, sending, or storing information online that could endanger others (i.e., bomb construction, drug manufacturing)
5. Creating or accessing messages via blogs, social media sites and groups, social video sharing sites, or creating content for podcasts, e-mail, webpages that involve Cyberbullying, hate mail, defamation, harassment or any kind of prejudicial, inflammatory or discriminatory remarks
6. Accessing, uploading, downloading, storing or distributing pornographic or sexually explicit materials that knowingly contain obscene language, graphics, pictures, or attached graphics files, either encoded/encrypted or unencoded/decrypted
7. Supporting or opposing ballot measures, candidates, or any other political activity, except when used for instructional purposes
8. Attaching unauthorized devices to the district network without principal approval. Any such device will be confiscated and additional disciplinary actions may be taken
9. Engaging in online chat sessions that are not related to coursework
10. Lending the student's account and/or password to other students and/or adults
11. Downloading, copying, duplicating or distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner
12. Publicizing the student's home address or phone number or other personal information online unless authorized by the principal for appropriate college and career opportunity Websites (i.e., College Board and FAFSA)
***Protect privacy:** Users shall be cautious about transmitting credit card numbers, account numbers of any kind, Social Security numbers, home addresses or phone numbers, or any other personal information about themselves or other individuals.*
13. Personally gaining, selling of personally owned items, commercial solicitation and compensation of any kind
14. Plagiarizing the work of others or information from any computer resource, whether from a single program or an Internet resource

INTERNET SAFETY**Personal Information and Inappropriate Content:**

1. Students should not reveal personal information, including a home address and phone number on blogs, social media sites and groups, social video sharing sites, or user created content for podcasts, e-mail, webpages, and web conferencing or as content on any other electronic medium.
2. Students should not reveal personal information about another individual on any electronic medium without first obtaining permission.
3. Student pictures or names can be published on any public class, school, or district website if authorized. Refer to form F26-A Communication Technologies Authorization Form for Students PreK-12. This form will default to permission to participate if not completed.
4. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

DIGITAL CITIZENSHIP, INFORMATION LITERACY AND CYBERSAFETY INSTRUCTION

All SAISD students will be educated about digital citizenship, information literacy, cybersafety, and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All PreK-12 students must be taught the approved curriculum that is age appropriate and made available for use across all grade levels. Training on online safety issues and resources will be made available for administration, staff and families. Initial lessons should be conducted as soon as possible at the start of each school year and no later than the first week of October. Lessons should be implemented through both the classroom and library for new or returning students, or students who missed the initial instruction. The principal will maintain documentation that all students have received this instruction to ensure effective practices and implementation of the District's Instructional Model.

SECURITY, MONITORING AND FILTERING

Filtering software is used to block or filter access to all child pornography in accordance with the Children's Internet Protection Act (CIPA) and other objectionable material such as visual, sound or textual depictions that are obscene. The determination of what constitutes "other objectionable" material is a district decision.

1. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites. It is an expectation that the user report any instances of unblocked material within our filtering software to a teacher, administrator, or the District's Help Desk, as applicable.
2. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, virtual private networks (VPN's), https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content).
3. E-mail inconsistent with the educational and research mission of the district may be considered spam or junk mail and blocked from entering district e-mail boxes.
4. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate monitoring of student access to district devices.
5. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district.
6. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effective and appropriate use.
7. Students and staff members may request access to Internet websites blocked by the district's filtering software. The written request will be submitted to the Office of 21st Century Learning. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request.

8. Electronic transmissions and other use of the SAISD system by students shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use. The district reserves the right to disclose any electronic messages to law enforcement official or third parties as appropriate.
9. In the event that the student is provided access to technology devices and software for home use, users must be aware that filtering systems are available within the SAISD network only. A parent/guardian permission form will be required for access to these devices.

DISCLAIMERS

1. SAISD makes no warranties of any kind, whether expressed or implied, for the service it is providing.
2. SAISD will not be responsible for any damages a user suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions.
3. Use of any information obtained via the Internet is at the user's risk. SAISD denies any responsibility for the accuracy or quality of information obtained through its services.
4. Every user is individually responsible for his/her own actions, including, but not limited to, any monetary commitments made through an Internet communication.
5. SAISD does not condone, support, endorse, or authorize the individual actions of users of the District's communication technology resources.

DISCIPLINARY ACTIONS FOR MISUSE OR INAPPROPRIATE USE

1. **The rules listed in the USAGE RULES section of this procedure and in the *Acceptable Use of the District's Technology Resources* [FORM F26-A] are not all-inclusive, but are only illustrative and representative. Disciplinary action shall be taken for acts of misconduct listed; disciplinary action may be taken for acts of misconduct which are not specifically listed.**
2. After thoroughly investigating reported misuse, including unacceptable or inappropriate use of the Internet or any other computer resources, the principal/designee shall assign disciplinary penalties commensurate with the offense in accordance with state law, Board Policy, and the *SAISD Student Code of Conduct*. Violations of various Usage Rules are specified in the *SAISD Student Code of Conduct*. Some violations of the rules are unethical and may constitute a criminal offense. The principal/designee shall use discipline management techniques as outlined in the *SAISD Student Code of Conduct*.

STUDENT ONLINE PUBLICATION

As part of the educational experience, SAISD students can participate in digital environments using communication technologies to create files, digital projects, videos, webpages, blogs and podcasts. Parents and guardians should refer to form F26-A Communication Technologies Authorization Form for Students PreK-12. This form will default to permission to participate if not completed.

SOCIAL MEDIA – COMMUNICATION WITH EMPLOYEES

Please see Administrative Procedure D36 and Board Policy DH(LOCAL) for acceptable use guidelines on communication between students and employees via email, phone, text messaging, and social media.

STUDENT DATA IS CONFIDENTIAL

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA). To meet the FERPA requirements, any software, websites, and/or apps must first be approved for usage by the District. This applies to purchased or free content per the District's Software/App Approval Process.

DEFINITIONS

Communication Technologies – comprised of the district network of wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (research databases, blogs, websites, collaboration software, social networking sites, content and learning management systems, and digital learning platforms).

Digital Ecosystem – a framework used to interconnect digital content, technology tools, best practices, and infrastructure to offer a seamless digital environment that empowers each user with the tools needed to maximize his/her efficiency, productivity, and discovery for the highest levels of learning

Online Publications – the creation and publishing of student work within and outside the district network using online publication websites such as blogs, social media sites and groups, social video sharing sites, podcasts, e-mail, webpages, and web conferencing.

Copyrights - Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited.

Attachments: FORM F26-A: Communication Technologies Authorization Form for Students PreK-12

See these INDEX references for related procedures: computer use - employees

References: Board Policy CQ (LOCAL); CQ (LEGAL); *SAISD Student Code of Conduct*

Questions regarding this procedure should be addressed to the Executive Director of the Office of 21st Century Learning, 406 Barrera Street, San Antonio, Texas, 78210/210-554-2625.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

EMERGENCY OPERATIONS PLAN

The San Antonio Independent School District is committed to the safety and security of students, employees and visitors at all of our campuses. In support of that commitment, the SAISD Emergency Operations Plan will be followed in the event of a crisis situation. The objective of this plan is to ensure the *health, safety and welfare* of students and staff in the event of an emergency.

Although it is impossible to foresee all the potential emergencies, we have researched the most effective way to use our resources to respond immediately to those emergencies that cannot be avoided. The responsibilities are shared between school administrators and parents. Incidents or crises on our campuses can be minimized, and a positive outcome reached, through shared cooperation between parents of our students and SAISD administration.

Most emergencies can be safely dealt with by one of the following methods:

1. **Evacuation:** the removal of all persons from the building to a safe distance or an alternate location.
2. **Lockdown:** to secure the building, keeping all persons safely inside, while restricting the movement of any persons in or out of the building.

SAISD will use the Parent and Employee Notification System (PENS) to alert and notify parents when situations present themselves or conditions exists that require such communication.

We ask you to follow this procedure if you hear rumors of any school emergency:

1. **TUNE TO LOCAL RADIO OR TELEVISION STATIONS.** In the event of school emergency, our Community Information Office will contact the media for the purpose of broadcasting vital information.
2. **PLEASE DO NOT TELEPHONE THE SCHOOL.** We have limited phone lines. These **must** be used to respond to the emergency.
3. **PLEASE DO NOT COME TO THE SCHOOL.** Emergencies involving schools will mean that emergency vehicles (Police, Fire, EMS) must have immediate access to the building. Crowded conditions will slow the process. If Lockdown is initiated, access will be given **only** to Emergency Responders.
4. **AWAIT FURTHER INFORMATION.** Stay tuned to local stations for updated information regarding the status of the emergency and what actions should be taken.

PLACE THIS LETTER INSIDE THE COVER OF YOUR PHONE BOOK FOR EASY REFERENCE.



Parent-Student Handbook Acknowledgment

This **SAISD Parent-Student Handbook** contains the **2018-2019 SAISD Student Code of Conduct, Acceptable Use Policy for Electronic Communications, Other District Policies and Procedures**, and a **Glossary**.

The San Antonio Independent School District Board of Education officially adopted the **2018-2019 SAISD Student Code of Conduct** in order to promote a safe and orderly learning environment for every student. Please review the Code of Conduct thoroughly. If you have any questions, we encourage you to ask for an explanation from teachers, the school counselors, or campus administrators.

The student and a parent or guardian should each sign this page on the space provided below and then return the page to the student's teacher. If the recipient is an employee of SAISD, the employee shall sign on the space provided and return the page to the employee's principal or supervisor.

I/We acknowledge that I/we have received the option to receive a paper copy or to electronically access at www.saisd.net the **SAISD Parent-Student Handbook** which includes the **SAISD Student Code of Conduct** and the **Student Acceptable Use Policy for Electronic Communication Systems** for the 2018-2019 school year. I am/We are responsible for reading and understanding the rules, expectations, and other information contained in this publication and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

I have chosen to:

- Receive a paper copy of the SAISD Parent-Student Handbook. The handbook is the same for high school, middle school, and elementary school. Please request one per family.
- Accept responsibility for accessing the SAISD Parent-Student Handbook by visiting the web site at www.saisd.net

➔ **For Students:**

Student's Name [*Please print*]: _____ ID# _____

Student's Signature: _____ Date: _____

Parent/Guardian's Name [*Please print*]: _____

Parent/Guardian's Signature: _____ Date: _____

School: _____ Grade Level: _____

➔ **For Employees:**

Employee's Name [*Please print*]: _____

Employee's Signature: _____ Date: _____

School/ Department: _____

~ Retain this page with the Handbook ~