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Visit the District Web site: www.saisd.net

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



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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DR. ROBERT DURÓN Superintendent

August 2011

Dear Students and Parents:

Welcome to the 2011-12 school year! The mission of SAISD is to graduate all of our students and prepare them for success in higher education. This edition of the San Antonio Independent School District Parent and Student Handbook contains various topics, policies, and procedures that will provide information and guidelines to District parents and students.

The Parent and Student Handbook is an example of our District's commitment to serve our community and provide you 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 and understanding of the District.

Should you have questions concerning areas not addressed in the handbook, please contact your campus administrator and your child's teacher for assistance. As a District, we are committed to our parents and students and will work diligently to address your needs.

Sincerely,

Dr. Robert J. Durón Superintendent

Our Pledge to Patrons

We, as a District, are dedicated to making certain our customers know they are valued. As such you can expect from us:

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 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 and visitor badges so that you feel like part of the security solution.

Caring Communications

We are so pleased you contacted us that we will:

- 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 Web site in a timely manner.

A Spirit of Teamwork

Our goal to be the best school district we can be could not be possible without you, and as such we:

- Welcome all comments- from compliments to complaints- and will use them to improve our quality.
- Keep you apprised of our performance standards and progress.
- Let you know how you can help us in our improvement process.
- Never forget we exist to be of service to you.

The Campus Community

Schools must not only be safe, but inviting as well; environments inspiring assurance that:

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

Any comments, concerns, questions or ideas may be addressed to the Governmental and Community Relations Department, Customer Service dedicated phone line at (210) 299-5501.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT



PARENT-STUDENT HANDBOOK

2011 - 2012 School Year

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SAN ANTONIO INDEPENDENT SCHOOL DISTRICT PARENT – STUDENT HANDBOOK 2011-2012 SCHOOL YEAR

SECTION I: 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 grades 1st thru 12th, 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)

State Law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course. District policy and procedure will be revised to clarify aspects of this new legal requirement.

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 statemandated 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 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.

*Because the 2011–2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 or 8 STAARs for this one year only in order to be promoted to the next grade level.

Parents of a student, in grades 3-8, 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. With the exception of the 2011–2012 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.]

In addition, students in grades 5 and 8 must meet promotion standards established by the District in order to be promoted. A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment 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.

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, 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

<u>Early Childhood Education</u> program is designed to 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

<u>Fine Arts Department</u> - 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: To 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: To 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; to develop music literacy skills in music reading, critical listening, and theory; and to demonstrate that music is an integral part of life as evidenced through history, society, culture, and tradition.

Theatre: To 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: To 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.

<u>Health Instruction</u> in high school provides students with the health information and skills they need to become healthy adults. Beginning in 2008-09, 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 immuno deficiency 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 immuno deficiency 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.

<u>Languages Other Than English</u> 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.

<u>Mathematics</u> 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.

<u>Science</u> 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.

<u>Social Studies</u> 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(ren). Documentation of services offered and provided are maintained at each campus. Student progress is monitored for placement and opportunities for earning credit are provided to meet individual student needs.

RESPONSE TO INTERVENTION (RtI)

Response to Intervention 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. RtI serves as a proactive, problem-solving process that must be used before a student is considered for any assistance, support service or educational program. Each campus will have an RtI team that is organized with a coordinator, referring teacher, and the student's parent/legal guardian, student, as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process. All additional support will be discussed and approved through the RtI process.

SPECIAL CURRICULUM PROGRAMS

Bilingual Education

Bilingual education is a program of instruction in pre-kindergarten through 5th grades 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, Tech Prep, 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 his/her 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, or handicap 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) 354-3626.

Gifted/Talented

Students may be nominated for screening by parents, teachers, counselors, and other interested persons 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/talented education program may, depending on their strengths, needs, and interests, participate in a variety of offerings in the four core academic areas. 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 Dr. Vangie Aguilera, Senior Executive Director, Department of Special Education, 1702 North Alamo Street, San Antonio, TX 78215, (210) 225-2406.

Learning Disabilities

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. 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. 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 Leticia Carrasco. She may be contacted at 406 Barrera St., San Antonio, TX 78210, (210) 354-3983.

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 and success in post-secondary education. 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) 223-1506. Parents can also access the department's website at http://www.saisd.net/dept/counselor/.

HIGH SCHOOL GRADUATION Requirements for a Diploma

To receive a high school diploma from the district, a student must carefully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Physics and Chemistry, English III, and early American and United States History, World History, and World Geography.

Students in grades 10 and 11 during the 2011–2012 school year must pass the exit-level test to graduate. A student in grade 12 who has not passed the exit-level test will have opportunities to retake it.

Also see **Testing** on page 9 for more information.

Participation in graduation/commencement is also 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 is eligible to receive a certificate of attendance.

Graduation Programs

Beginning with students who enter grade 9 in the 2011–2012 school year, EOC assessments will be administered for the following courses and will replace the exit-level test as mentioned above: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met.

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended High School Program or Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Program will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed to be promoted to Grade 10 one or more times as determined by the school district. Only one of the three criteria must be met. [See policy EIF (LEGAL).]

Effective with ninth graders in the 2011–2012 school year, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student's eligible graduation program. To graduate, a student must meet a minimum cumulative score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English III EOC assessments, in addition to meeting the cumulative score requirements described above. To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English III EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOC assessments. If this standard is not met, the student will graduate under the Recommended Program, regardless of whether the student has met all other requirements for graduation under the Advanced/Distinguished Achievement Program.

2011-2012 Graduation Credit Requirements

Recommended High School Program (26 credits)

English/Language Arts - English I, II, III, IV; Options for Speakers of Other Languages (English I & II) - 4 credits

Speech - Communication Applications or Professional Communications-1/2 credit

<u>Mathematics</u> -- Algebra I, Geometry, Algebra II, Math Models or Math Applications in Agriculture, Food, and Natural Resources (if taken prior to Algebra II). The fourth credit may be selected from: Pre-Calculus, Independent Study in Math, AP Statistics,

AP Calculus AB, AP Calculus BC, AP Computer Science, IB Mathematical Studies Standard Level, IB Mathematics Standard Level, IB Mathematics Higher Level, IB Further Mathematics Standard Level, Engineering Mathematics or Statistics and Risk Management - 4 credits

Science - Biology, AP Biology, or IB Biology; Chemistry, AP Chemistry, or IB Chemistry; Physics, Principles of Technology,

AP Physics or IB Physics. The additional credit may be IPC and must be successfully completed prior to chemistry and physics. The fourth credit may be selected from Aquatic Science, Astronomy, Earth and Space Science, Environmental Systems, AP Biology, AP Chemistry, AP Physics B, AP Physics C, AP Environmental Science, IB Biology, IB Chemistry, IB Physics,

IB Environmental Systems, Scientific Research and Design, Anatomy and Physiology, Engineering Design and Problem Solving, Medical Microbiology, Pathophysiology, Advanced Plant and Soil Science, Food Science, or Forensic Science - 4 credits

<u>Social Studies</u> – World Geography Studies, World History Studies, U.S. History Studies Since Reconstruction, U.S. Government (1/2 credit) – 3½ credits

Economics - 1/2 credit

Health - 1/2 credit

Physical Education - 1 credit

Languages other than English - Any two levels in the same language - 2 credits

Fine Arts - 1 credit

<u>Electives</u> – State Board of Education approved courses for grades 9-12 relating to the Texas Essential Knowledge and Skills (TEKS); state approved innovative courses; JROTC (one to four credits); Driver Education (one-half credit) - 5 credits

Total - 26 credits

<u>Distinguished Achievement High School Program</u> (26 credits) Students completing the Recommended High School Program may earn further recognition through the Distinguished Achievement Program. This entails completing a third year of a language other than English and a combination of advanced measures. For specific information about these requirements students and parents may contact a school counselor.

English/Language Arts - English I, II, III, IV; Options for Speakers of Other Languages (English I & II) - 4 credits

Speech - Communication Applications or Professional Communications- 1/2 credit

<u>Mathematics</u> – Algebra I, Geometry, and Algebra II. The fourth credit may be selected from any of the following after successful completing of Algebra I, Geometry and Algebra II: Pre-calculus, Independent Study in Mathematics, AP Statistics, AP Calculus AB, AP Calculus BC, AP Computer Science, IB Mathematical Studies Standard Level, IB Mathematics Standard Level, IB Further Mathematics Standard Level, Engineering Mathematics or Statistics and Risk Management - 4 credits

<u>Science</u> – Biology, AP Biology, or IB Biology; Chemistry, AP Chemistry, or IB Chemistry; Physics, AP Physics, or IB Physics. After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: Aquatic Science, Astronomy, Earth and Space Science, Environmental Systems, AP Biology, AP Chemistry, AP Physics B, AP Physics C, AP Environmental Systems, Scientific Research and Design, Anatomy and Physiology, Engineering Design and Problem Solving, Medical Microbiology, Pathophysiology, Advanced Animal Science, Advanced Biotechnology, Advanced Plant and Soil Science, Food Science, or Forensic Science - 4 credits

<u>Social Studies</u> – World Geography Studies, World History Studies, U.S. History Studies Since Reconstruction, U.S. Government (1/2 credit) – 3½ credits

Economics - 1/2 credit

Health - 1/2 credit

Physical Education - 1 credit

Languages other than English - The credits must consist of any three levels in the same language - 3 credits

Fine Arts - 1 credit

<u>Electives</u> – State Board of Education approved courses for grades 9-12 relating to the Texas Essential Knowledge and Skills (TEKS), state-approved innovative courses, JROTC (one to four credits), driver education (one-half credit) – 4 credits

Total: 26 credits

All students must meet the following credit and course requirements for graduation under the programs listed below:

Discipline	Number of credits Minimum HS Program	Number of credits Recommended HS Program	Number of credits Advanced/ Distinguished Achievement Program
English Language Arts	4	4	4
Mathematics	3	4	4
Science	2 (Biology & IPC)	4	4
Social Studies	2.5	3.5	3.5
Economics	0.5	0.5	0.5
Academic Elective	1	None	None
Languages Other Than English	None	2–Must consist of any two levels in same lang.	3-Must consist of any three levels in same language
Physical Education	1	1	1
Speech	0.5	0.5	0.5
Fine Arts	1 (for students who enter grade 9 in 2010–2011 school year or later)	1	1
Locally required course - Health	0.5	0.5	0.5
Electives	7.0 credits (prior to 2010– 2011) 6.0 credits (2010–2011 and later)	5.0 credits	4.0 credits
Miscellaneous			Completion of 4 Advanced Measures
TOTAL	22 credits	26 credits	26 credits

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

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.

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 necessary to receive a diploma or completed the student's individualized education program, shall receive a certificate of attendance and will be allowed to participate in the graduation ceremony with students receiving diplomas. Contact the high school principal to receive specific information and assistance.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with disabilities may be permitted to graduate under the provisions of his or her IEP.

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 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).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **TESTING** for additional information.] If a student takes the STAAR Modified or STAAR Alternate assessment, the student's ARD committee will determine whether the score on an EOC assessment will count as 15 percent of a student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

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. Questions regarding class schedules should be addressed to the campus counselor.

High School Grade Classification

Students have the opportunity to earn 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: 6.0-13.0 credits 11th grade classification: 13.5-20 credits 12th grade classification: 20.5 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: +12
Advanced Placement (AP) Course/Dual Credit: +10
Pre-International Baccalaureate Course: +7
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 UNIVERSTIY 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 Recommended or Advanced/Distinguished Achievement Program; 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 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 2012 term, the University will be admitting the top nine percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent 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 or College Readiness counselor for further information about automatic admissions, the application process, and deadlines. [See also policies at EIC for information specifically related to how the district calculates a student's rank in class.]

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, Advanced Placement (AP), or International Baccalaureate (IB).

- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Alamo Colleges and University of Texas in San Antonio;
- Enrollment in courses taught at the following institutions in the district: Alamo Colleges
- Certain CTE courses

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.

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.

COURSE CREDIT

A student in grades 9–12 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.

CREDIT BY EXAM - If the Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined 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 nonaccredited school.

The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam 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 exam.

[For further information, see the counselor and policy EHDB(LOCAL).]

CREDIT BY EXAM-If A Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2011–2012 school year include:

Dates Scheduled:

HS Courses: October 10-14 HS Courses: February 6-10 Acceleration Grades K-8: May 21-25

A student will earn course credit with a passing score of at least 90 on the exam. A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each exam in the subject areas of language arts, mathematics, science, and social studies.

[For further information, see the counselor, administrative procedure E10 and policy EHDC(LOCAL).]

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 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.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the 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 will 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) 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. It is important to note that beginning with college admissions for the 2008-09 school year, students will also be required to demonstrate that he or she either completed the recommended or advanced curriculum or made a certain score on the ACT or SAT. For details and applications, students and parents may contact a school counselor.

TESTING

State Testing

The state-mandated Texas Primary Reading Inventory (TPRI) and the Tejas LEE are early reading instruments used to identify the reading and comprehension development of students in kindergarten-grade 3. Early identification of these skills helps the teacher to provide appropriate reading instruction.

The state-mandated State of Texas Assessments of Academic Readiness Texas (STAAR) is a more rigorous assessment that measure students' academic performance as they progress from elementary to middle to high school by also measuring readiness standards on the assessments. Students at certain grade levels will take state-mandated assessments 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

The new end-of course assessments will address only the Texas Essential Knowledge and Skills for a given course in which a student will earn high school credit. The assessments will be given in beginning in 2011-2012 for students entering grade 9:

- English I, II, III
- · Algebra I, Geometry, and Algebra II
- Biology, Chemistry, and Physics
- World Geography, World History, and U.S. History

See policy EKB (LEGAL).

STAAR with accommodations, STAAR Modified, and STAAR-Alternate for students receiving special education services are administered to eligible students.

Students who entered high school during 2010-2011 or before, will be assessed with the Texas Assessment of Knowledge and Skills (TAKS), which measures students' academic performance.

Linguistically accommodated testing (LAT), as well as the Texas English Language Proficiency Assessment System (TELPAS) for students identified as limited English proficient, are also administered to eligible students.

Beginning with the 2008-09 school year, students must meet all state and district requirements including the appropriate state assessment in order to participate in graduation and receive a diploma, with the exception of students who are eligible for a Certificate of Attendance.

SAT, ACT, and Other Standardized Tests

Many colleges require additional standardized tests such as the Accuplacer, 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.

TRANSCRIPT REQUESTS

Requests for official high school transcripts should be directed to PEIMS and Student Data Services, 1702 N. Alamo Street, San Antonio, TX 78215, phone (210) 244-2909. All requests will be processed for next day service. A nominal fee is charged and can only be paid by cash or money order to SAISD.

SECTION II: ADMISSIONS, ATTENDANCE, ABSENCES, RELEASE FROM SCHOOL, TRANSFERS, AND WITHDRAWAL INFORMATION

ADMISSION (AGE) REQUIREMENTS

<u>Early Childhood/Pre-Kindergarten Program</u> - A child must be three or four years of age on September 1 of the current school year and must be:

- 1. unable to speak and comprehend the English language;
- 2. economically disadvantaged; and/or
- 3. active military, including the child of a member who was hurt or killed on active duty
- 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.
- 5. or 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.

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. Texas Education Code states that PK and kindergarten students are subject to compulsory school attendance rules.

First Grade - A child must be age 6 on or before September 1st.

RESIDENCY REQUIREMENTS

Parents must submit proof of residence within District boundaries, such as a current home telephone bill, utility bill (e.g. a CPS, SAWS invoice), 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.

Documentation

In addition to proof of residency, the parent will need to present the following documents/information to register a student: NOTE: Required records are 1) an official birth certificate, 2) the child's records from the school most recently attended, and 3) immunization records. Copies of the original 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, posses, 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 before been enrolled in a school in the United States 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 the United States 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/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 the influenza vaccine; and (4) a link to the Department of State Health Services Internet website.

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 *Federal Lunch Application* form, 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). The student shall be enrolled by having the parent give the information verbally to school personnel or complete the Registration Questionnaire. 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.
- · Graduation requirements.

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district and will be handled on a case-by-case basis. Additional information may be found at http://ritter.tea.state.tx.us/mil/.

HOMELESS STUDENT SERVICES

The McKinney-Vento Homeless Education Act defines homelessness 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 the Liaison for Homeless Children and Youth, (210) 227-1206.

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:

Headstart 7:30 AM to 2:30 PM Elementary Schools 8:10 AM to 3:10 PM Middle Schools 8:45 AM to 3:45 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 law permits the district to designate certain personal information about students as "directory information." 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.]

DIRECTORY INFORMATION FOR SCHOOL-SPONSORED PURPOSES

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 RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION

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.]

ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education. It is also the law in Texas that:

- 1. A student between the ages of 6 and 18 must attend school and tutorial sessions unless the student is otherwise legally exempted or excused. Upon enrollment in pre-kindergarten or kindergarten, a child is also subject to the compulsory attendance law. School employees must investigate and report violations of the state compulsory attendance law.
- 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 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 law and subject to disciplinary action.
- 3. A court of law may also impose penalties against both the student and his or her parents if a school-age student is deliberately not attending school. Once a warning has been issued to the parent, a complaint may be filed against the parent in court if the student:
 - a. Is absent from school on ten (10) or more days or parts of days within a six-month period in the same school year, or
 - b. Is absent an additional three or more days or parts of days within a four-week period.

A complaint against the parent may be filed in court if the student:

- a. Is absent from school on ten(10) or more parts of days within a six-month period in the same school year, or
- b. Is absent from school three or more parts of days within a four- month period.
- 4. To receive credit in a class, a student 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 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 for the class. If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. (See policies at FEC)
- 5. A student age 18 or older shall attend school each school day for the entire period the program of instruction is offered. A student who voluntarily enrolls in school or voluntarily attends school after the person's 18th birthday shall attend school each day for the entire period of program instruction is offered, and shall attend until the end of the school year. The District may revoke the enrollment for the remainder of the school year of a student age 18 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 District grounds for purposes of the trespass law. If the student is age 18 or older, the student's parents shall not be subject to penalties as a result of their child's violation of state compulsory attendance law. [See policy FEA (LEGAL)]
- Once enrolled in Pre-K or Kindergarten, a student shall attend school each day for the entire period of instruction is offered. The parent or guardian enrolling the child in school will be subject to the compulsory attendance laws.
- 7. 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.

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;
- · Service as an election clerk; and
- Sounding "Taps" at a military honors funeral in Texas for a deceased veteran (grades 6 12 only);
- Documented health-care appointments, 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 return to campus.

In addition, 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.

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

- 1. When a student must be absent, the student, upon returning 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#. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Students and parents should be aware of specific school procedures for contacting the Attendance Office at each school.
- 6. A student absent from school may not be allowed to participate in school-related activities on that day or evening.
- 7. 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.

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:

- 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. 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 is enrolled in the school designated for the student's attendance zone (i.e., the student's home school). The Superintendent's designee will consider a parent request for the transfer of any student from one school to another. 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.

- 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.
- 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.

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 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.

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.

SECTION III: HEALTH AND MEDICAL INFORMATION

HEALTH SERVICES AND MEDICAL TREATMENT

Contagious Diseases

A contagious disease is one that may be passed directly or indirectly from one person to another. The principal shall exclude from attendance any student suffering from a contagious disease, as defined by the Texas Department of State Health Services, until the criteria for re-admittance is fulfilled. Conditions for which children may be excluded include, but are not limited to, hepatitis A, chickenpox, pediculosis (head lice), scabies, and impetigo, ringworm of the scalp, bacterial meningitis and infectious forms of conjunctivitis (pink eye). Students excluded due to a contagious disease shall be readmitted by one or more of the following methods:

- 1. Written medical clearance from the student's physician;
- 2. Readmission permit from the local health authority (San Antonio Metropolitan Health District); or
- 3. After the disease is no longer contagious, as established by the Texas Department of State Health Services.

For more information please contact Student Health Services at (210) 224-1823.

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, 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/6-14.pdf, 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.

Required immunizations are: diphtheria, pertussis, tetanus, poliomyelitis (polio), rubeola (measles), mumps, rubella (German measles), varicella (chicken pox), Hepatitis A, Hepatitis B, Haemophilus influenza type B, pneumococcal conjugate, and meningococcal vaccine.

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 medial 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/affidavit.shtm. 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.

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^{th} and 9^{th} . The school nurse conducts screening for the Texas Risk Assessment for Type 2 Diabetes in Children Program as required for students in grades 1^{st} , 3^{rd} , 5^{th} , and 7^{th} .

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 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.

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.

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 shall be accommodated as permitted by the campus as not to interrupt the student's instructional day.

Other Health Related Matters

For information regarding the District's School Health Advisory Council, see the campus principal.

The District and its staff strictly enforce prohibitions against the use of tobacco products 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, and employee wellness. [See policies at BDF and EHAA.]

During the preceding school year, the district's School Health Advisory Council held 5 meetings on 10/20/2010, 11/10/2010, 2/18/2011, 03/10/2011, and 05/05/2011. Additional information regarding the district's SHAC is available from the office of PE and Health. [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.

HEALTH-RELATED MATTERS BACTERIAL MENINGITIS

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

What is meningitis?

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

What are the symptoms?

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

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

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

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

What should you do if you think 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/.

SECTION IV: PARENTAL/GUARDIAN RIGHTS AND RESPONSIBILITIES

CAMPUS STUDENT 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.

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 office of Parent, Community, and Business Partnerships 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 Parent, Community, and Business Partnerships 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).

DRILLS

Fire Drills

Fire drills are conducted with the 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 because of severe weather or another emergency.

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.
- 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, interrogate or harass any other member of the District community for exercising their rights.

NONDISCRIMINATION POLICY

In its efforts to promote nondiscrimination, the district does not discriminate on the basis of race, religion, color, national origin, gender, or disability 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 gender or allegations of sexual harassment: Anita Chavera, Director of Student Services/Guidance and Counseling, 406 Barrera, San Antonio, TX 78210, (210) 223-1506.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Leticia Carrasco, Dyslexia Coordinator and Section 504 Supervisor, 406 Barrera, San Antonio, TX 78210, (210) 223-1506.

All other concerns regarding discrimination: Superintendent Robert Duron, 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; or
- 4. Media coverage of the school.

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 taken by students, and the like on the District's Web site, in printed material, by 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(ren) to a designated school or to a school to be designated by the board, and file an objection to the assignment of their child(ren) 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(ren) 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(ren) be allowed to attend a class for credit above their child(ren)'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(ren) be allowed to graduate from high school earlier than the child(ren) would have graduated (provided that their child(ren) has/have 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; and reports of behavioral patterns. 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(ren);
- 6. Parents may have the opportunity to review:
 - a. All teaching materials, textbooks, and other teaching aids used in the classroom of their child(ren);
 - b. Each test administered to their child(ren), after the test has been administered;
- 7. 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;
- 8. Parents may receive full information regarding school activities of their child(ren), unless the District is directed otherwise in the course of a law enforcement investigation into child abuse.
- 9. A parent may remove their child(ren) 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(ren)'s teacher a written statement authorizing the removal of their child(ren) from the class or other activity. This right does not allow the parent to remove his/her child(ren) from a class or other school activity to avoid a test or to prevent his/her child(ren) 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.
- 10. Parents of children receiving special education services receive a Procedural Safeguards pamphlet that describes their rights and due process.
- 11. 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.
- 12. 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.
- 13. 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)]
- 14. 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.
- 15. 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 undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. As a parent you also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

PARENTAL INVOLVEMENT/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 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, 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 contact teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Becoming a school volunteer. School volunteers receive a volunteer handbook that outline numerous ways you can
 volunteer at a campus. All volunteers **must** complete a Criminal History Background Check. The volunteer forms are
 available through the school office. (See policy GKG.)
- Participating in the campus parent organization(s).
- 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. 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, etc.

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs, is Eduardo Elizondo. He can be reached at 554-8321. Janice Hannon, Director of Parent, Community and Business Partnerships can be reached at 554-2213.

SCHOOL SAFETY TRANSFERS

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the Board or its designee to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the principal for information. [See policy FDB.] [See Bullying below and policy FFI (LOCAL).]
- To 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)]
- To 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. [See policy FDE.]

BULLYING, CYBER BULLYING, or HARASSMENT

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of physical harm or of damage to the student's property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment.

Bullying could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred.

Bullying, Cyberbullying and harassment can be defined as follows:

<u>Bullying</u>: Engaging in written or verbal expression or physical conduct that a school district board of trustees or the board's designee determines:

- 1) 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; and/or
- 2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Cyber Bullying: Abusive behavior including, but not limited to, tormenting, threatening, taunting, stalking, intimidating, harassing, humiliating, and/or coercing by one or more individuals against other students or employees using Internet websites (i.e. My Space, personal websites, etc.) and/or any other communication technologies (i.e. email, mobile phones, text messaging, instant messaging, etc.), which materially and substantially disrupts the educational process and/or endangers the general health, safety and welfare of district's students and/or employees regardless of where the communication originates.

<u>Harassment</u>: Physical, verbal, or nonverbal conduct based on the student's race, color, gender, national origin, disability, sexual orientation, or religion that is so severe, persistent, or pervasive that the conduct:

- 1) Affects a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening, hostile, or offensive educational environment; and/or
- 2) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; and/or
- 3) Otherwise adversely affects the student's educational opportunities.

[Also see School Safety Transfers on page 23, Hazing on page 25 and policy FFI (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. 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 http://www.dfps.state.tx.us/Prevention and http://www.dfps.state.tx.us/Prevention/Programs and http://www.dfps.state.tx.us/Prevention/Programs and http://www.dfps.state.tx.us/Prevention/Programs and <a href="Early

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

- http://www.tea.state.tx.us/index.aspx?id=2820
- http://sapn.nonprofitoffice.com
- http://www.taasa.org/member/materials2.php
- http://www.oag.state.tx.us/AG Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG Publications/txts/chiladabuse2shtml

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, national origin, disability, or any other basis prohibited by law. [See policy FFH.]

Dating Violence

The District has a dating violence policy that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (as defined in the Texas Family Code, Section 71.0021) and addresses safety planning and enforcement of protective order, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents. See a school counselor for more information regarding dating violence.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, gender, 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 or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

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. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Examples of prohibited 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 Complaints

A parent or student who has concerns about possible sexual harassment (student to student complaints or employee to student complaints) should first speak with the campus principal about the situation. The parent may also speak with the District's Title IX Coordinator about the situation. The District has designated the following individual as Title IX Coordinator to comply with Title IX of the Education Amendments of 1972, which pertains to sexual discrimination claims: Anita Chavera, Executive Director of Student Support Services, 406 Barrera, San Antonio, TX 78210, (210) 223-1506.

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.

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction.

HAZTNO

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.

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 on page 23 and policies FFI and FNCC.]

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. [See policy FDB (LOCAL).]

Request for the Use of a Service Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

Options And Requirements For Providing Assistance To Students Who Have Learning Difficulties Or Who Need Or May Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the District's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensator, and other support services that are available to all students including a process based on Response to Intervention. The implementation of Response to Intervention has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within 60 calendar days from the date of the District receiving the written consent. The District must give a copy of the report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the District. Additionally, the notice will inform the parent how to obtain a copy of the Notice Of Procedural Safeguards-Rights of Parents of Students with Disabilities.

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

Parents of Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

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. [See http://www.uiltexas.org for additional information.]

The following requirements 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 with disabilities 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 two 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.

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 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. [For further information, see policies at FM and FO.]

FOOD & CHILD NUTRITION SERVICES (FCNS)

San Antonio ISD Food & Child Nutrition Services offers breakfast and lunch daily. Snacks are provide for students in the after school educational programs. All meals and snacks comply with the nutritional requirements and program regulations as administered by the Texas Department of Agriculture and the United States Department of Agriculture.

Free and Reduced Priced Meals

Families are encouraged to complete an application for Free and Reduced Priced Meals. Families that qualify for Free/Reduced Priced meals, through a completed application, can ensure that their children will receive meals at no charge or for a reduced price. Parents can complete meal applications during registration or after school starts. Families may submit a new application any time their family situation changes – birth of a child, job loss, etc. Families need to complete only one meal application for all children in the household. Families may also fill out a meal application on-line at https://fsapps.saisd.net. Please call our meal application office at (210) 223-2201 if you have questions.

Meals are available for purchase.

Prices are: Breakfast \$.90 (PK-12)

Lunch \$1.75 (Grades PK-5) \$2.00 (Grades 6-12)

All students use their Student ID number as their food services number. Parents may pay in advance for their students meals via check or cash in the school cafeteria. Parents may also put money into their child's account through the online payment system: MealpayPlus: http://www.MealPayPlus.com. Meals may be purchased online for a low transaction fee. You may also view your child's account.

Note: Parents are responsible for payment of meals until the Free and Reduced Meal Application has been completely processed and the school cafeteria has been informed of the student's new status.

SAISD Student Meal Charging Procedure

SAISD Food and Child Nutrition Services charge policy is in place for students who forget their lunch money, with the understanding the charge should be paid off by the next day. The policy is in place from the first day of school through April each year. No charges are allowed during the months of May or June.

Grades (PK-5)

- Charging will not be allowed for a la carte items.
- Charging limits (the amount that can be "put on account" until a payment is received) will be set to a maximum amount of \$15.00.
- No student will be allowed to charge after they have reached this point.
- When a student reaches the limit, an alternate meal will be provided. The alternate meal may consist of a sandwich or other menu entree and milk.

Grades (6-12)

- Charging will not be allowed for a la carte items.
- Charging limits (the amount that can be "put on account" until a payment is received) will be set to a maximum amount of \$10.00.
- No student will be allowed to charge after they have reached this point.
- No alternate meal will be provided when a student reaches the limit.

Menus

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

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-by case basis by the Food and 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 Food & Child Nutrition Services main web page: http://www.saisd.net/dept/foodservices/. Look under "Special Diet Needs".

Students with Lactose Intolerance

In response to a recent policy change by the United States Department of Agriculture (USDA), the San Antonio Independent School District Food (SAISD) and the Food & Child Nutrition Services Department is modifying its practice of offering substitute beverages to students who cannot consume fluid cow's milk.

Prior to the policy change, the SAISD Food & Child Nutrition Services Department could substitute a beverage such as water or juice in place of milk, but the revised policy from USDA PROHIBITS such substitutions. The revised policy states that all beverages used as substitutes for cow's milk must match the nutritional profile and content of fluid cow's milk.

Therefore in accordance with the U.S.D.A. policy change, the San Antonio ISD FCNS will offer **soy milk** as a non-dairy milk substitute for those students whose documented medical condition does not allow the consumption of cow's milk at:

- Breakfast and Lunch at the early childhood schools
- Breakfast at "Breakfast in the Classroom" elementary schools

Students participating in the aforementioned meal programs do not have the option of declining menu items. Therefore, if soy milk were not offered to these specific students, they would be required to take fluid cow's milk to count as a reimbursable meal. (Students at all other schools (middle and high school) are permitted to decline several items on the menu including fluid cow's milk; therefore, soy milk will not be offered to students during these meal periods. Parents are encouraged to send a beverage from home if they choose to.)

While USDA regulations require school districts to serve medically prescribed meals only to students with disabilities, **the SAISD** Food and Child Nutrition Services Department will continue to provide medically prescribed meals to the students of our district who would otherwise not receive individually adjusted meal plans. Please call the Food and Child Nutrition office if you have further questions at 210-227-3522.

Texas Public School Nutrition Policy

SAISD Food and Child Nutrition Services Department complies with the nutrition policies set forth in the Texas Public School Nutrition Policy (Texas Administrative Code – Chapter 26).

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 policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the principal or cafeteria manager. [See policies CO (LEGAL) and FFA]

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 quidelines 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.

SITE-BASED DECISION-MAKING

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.

Campus Leadership Team (CLT)

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 Area Leadership Team and 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 EDUCATIONAL RECORDS

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

- 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.
- 4. Individuals 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.

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 (Peter Swerzenski) 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.

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. School officials shall prohibit and, if appropriate, remove any unauthorized person from the campus.

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.

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 on page 43 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.

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. 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.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

SECTION V: STUDENTS' RIGHTS AND RESPONSIBILITIES

STUDENTS' 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. Actively supporting and assisting the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
 - a. Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense;
 - b. Responsibly informing staff of conduct violations by others; and
 - c. Immediately submitting any prohibited items to staff or informing staff of location of prohibited items immediately upon discovery.
- 4. Attending all classes regularly and on time.
- 5. Being prepared for each class with appropriate materials and assignments.
- 6. Dressing and grooming appropriately as described in this document.
- 7. Paying debts in a timely manner, unless these are waived.
- 8. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
- 9. Respecting the property of others, including District property and facilities.
- 10. 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.
- 11. 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. A minute of silence will 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.
- 12. Reciting a quoted portion of the Declaration is required for students in grades 3-12 by the authority of the State Board of Education.
- 13. 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.
- 14. 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.
- 15. Participation in school and school-related activities is an excellent way 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 participation in many of these activities is also governed by state law, District policies, student code of conduct, as well as UIL rules.

Please Note: Some organizations and performing groups, such as the 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 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.

STUDENT PUBLICATIONS OR 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.**
- 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.

TEXTBOOKS/LIBRARY BOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

State-approved textbooks 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 textbooks and technological 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 textbooks and technological equipment at school during each school day, but the student will not be allowed to take textbooks and equipment out of the classroom. Additionally, the district or school may withhold a student's records if a textbook, electronic textbook, 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

Student vehicles parked on school property are under the jurisdiction of the school. 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 Section III of the SAISD Student Code of Conduct).

A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. 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.

SECTION VI: 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 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 thongs, beach sandals or other open-toed shoes that do not have straps to secure them.
- Unconventional colors or hairstyles (e.g., Mohawks, spiked hair or designs) 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.

SECTION VII: STUDENT CODE OF CONDUCT

To promote and maintain a safe environment for students and adults, and to provide an appropriate environment for the educational process, the San Antonio Independent School District has adopted this SAISD Student Code of Conduct. The District recognizes that the foundation of 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 all persons with the respect, dignity, good manners and civility demanded of a civilized nation.

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. Actively supporting and assisting the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
 - a. Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense;
 - b. Responsibly informing staff of conduct violations by others; and
 - c. Immediately submitting any prohibited items to staff or informing staff of location of prohibited items immediately upon discovery.
- 4. Attending all classes regularly and on time.
- 5. Being prepared for each class with appropriate materials and assignments.
- 6. Being dressed and groomed appropriately.

A - JURISDICTION AND AUTHORITY

JURISDICTION/AUTHORITY

This Code of Conduct applies to all students in the San Antonio Independent School District, regardless of age or grade level, and regardless of whether a student commits an offense on his/her home campus, on another SAISD campus, or away from any SAISD campus while at a school-related function. The District has jurisdiction over its students, for discipline purposes, during the regular school day, during lunch (whether on or off school campus), and while students are going to and from school (regardless of mode of transportation). The District's authority includes any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, regardless of time or location. The District also has jurisdiction if a student remains on campus to participate in an after-school program, even if SAISD is not responsible for the operation of that program (e.g., Challenge program, YMCA, etc.). In addition, the District has jurisdiction over a student when retaliation against a school employee or volunteer occurs or is threatened, either on or off school property, or when a student commits a felony as provided by Texas Education Code Section 37.006 or 37.0081, or when criminal mischief is committed on or off school property or at a school-related event or when a student is required to register as a sex offender, or for certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line, or for certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas. Students shall comply with the SAISD Student Code of Conduct at all times while they are under the jurisdiction of the School District. Students who violate the rights of others or who violate District or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community. The district has the right to revoke the transfer of a nonresident student for violating the district's Code of Conduct.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code of Conduct and the student handbook, the Code of Conduct will prevail.

Please Note: 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 the provisions of those laws.

PUBLICATION AND AUTHORITY OF SAISD STUDENT CODE OF CONDUCT

The SAISD Student Code of Conduct is designed to be in harmony with Board policy and Texas and federal laws. Changes in policy or law that affect this document will supersede the provisions found in this code. Any changes affecting the Code of Conduct will usually be communicated by newsletters and other communications to students and parents. Once the SAISD Student Code of Conduct is promulgated, any subsequent changes or amendments must be approved by the SAISD Board of Trustees.

In accordance with state law, the Code of Conduct will be posted at each school campus or will be available for review at the office of the campus principal. Additionally, the Code of Conduct will be posted on the district's Web site. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

POSTING AND DISTRIBUTION OF SAISD STUDENT CODE OF CONDUCT

The SAISD Student Code of Conduct shall be made available for review on the District web site. SAISD students may request a copy of this SAISD Parent-Student Handbook, which includes the SAISD Student Code of Conduct, at the beginning of the school year. The SAISD Student Code of Conduct is 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 is expected to 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.

B - INAPPROPRIATE BEHAVIOR

LEGAL REQUIREMENTS

When a student commits an offense, the student is subject to disciplinary action by school officials. Texas law requires schools to report certain administrative actions taken against students for violations of the Student Code of Conduct. The code numbers for the offenses correspond to offense code numbers that school personnel submit to the Texas Education Agency for this purpose (please note that some codes are intentionally not used).

In addition, the student may also be subject to arrest and criminal prosecution for certain offenses. When administration determines that a student may have committed a criminal offense, the school official shall notify law enforcement officers because Texas law requires schools to refer students to other governmental agencies and law enforcement officials when they commit certain offenses.

TEACHER REPORTS AND PARENT NOTIFICATION

When a teacher believes that a student has committed a violation of this Student Code of Conduct, the teacher is required by Texas law to submit a written description of the student's actions to the principal/administrator. The principal/administrator is then required to provide the parent with a copy of this written description. The report is an allegation that the student may have committed one or more of the following specific offenses, and it forms the basis for the administrator's investigation, which may lead to disciplinary action against the student.

TRANSPORTATION RULES

The District shall require a student riding a bus operated by or contracted for operation by the District to wear a seat belt if the bus is equipped with seat belts for all passengers on the bus. The District may implement a disciplinary policy to enforce the use of seat belts by students. *Education Code 34.013*

Students are to follow these general rules when they are on school buses or other public transportation (e.g., VIA buses) which may carry students to and from school:

- 1. Follow the driver's instructions at all times.
- 2. 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.
- 3. Board and leave the bus in an orderly manner at the designated bus stop.
- 4. Remain seated when the bus is in motion. Utilize seat belts if they are available on the bus.
- 5. Keep books, band instrument cases, feet, and other objects out of the aisle of the bus.
- 6. Keep the vehicle clean; do not deface or vandalize the bus and/or its equipment.
- 7. Maintain safety near windows: do not extend head, hand, arm, or leg out of the window nor hold any object out of the window.
- 8. Do not throw any objects within the bus or out of the bus.
- 9. Upon leaving the bus, use caution before crossing streets.
- 10. Comply with all other behavior expectations in the SAISD Student Code of Conduct.

Bus Behavior Violations

Violations may result in the withdrawal or restriction of bus privileges or other disciplinary consequences as listed in this SAISD Student Code of Conduct.

<u>Note</u>: 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 further information, contact the District's Transportation Department at (210) 223-9792.

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.

LEVEL I – Serious Offenses

The following offenses are prohibited on District property, at school, or at school-related activities, including on buses or other public transportation that carry students to or from school or activities, and may be punishable by out-of-school suspension, inschool suspension, detention, Saturday school, assignment of duties other than class tasks, withdrawal of extracurricular or honorary privileges, or any other discipline management techniques listed in Section C of this Code, as determined by the campus principal. Students who commit serious offenses will be assessed discipline penalties commensurate with the offense. In some cases, the offenses in this section may also meet the definition of conduct which warrants more severe discipline, Disciplinary Alternative Education Program (DAEP) placement, or expulsion. If this occurs, the offense in question is elevated to a Level III or IV offense.

- 21.AA Cheating or copying work of another student.
- 21.AB Throwing objects that can cause bodily injury or damage property.
- 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 Without permission, leaving classes during instructional time, leaving school grounds during the academic day, or leaving a school-sponsored event in which the student is a participant (first offense).

- 21.AE Participating in gambling or games of chance which are not authorized by campus administration.
- 21.AF Engaging in minor sexual acts/contact (including, but not limited to, kissing and/or necking).
- 21.AG Using a communication device or other electronic devices, such as an iPod, stereo headsets, MP3 players, CD players, or video cameras 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.
- 21.AH Possessing or using matches or a lighter.
- 21.AI Possessing Mace or pepper spray.
- 21.AJ Violating dress and grooming code standards.
- 21.AK Loitering or trespassing on school grounds. Students should be on campus for an educationally-related purpose, such as tutorials or extracurricular activities. Students who are waiting for a ride home shall not be considered to be loitering.
- 21.AL Possessing, using or exhibiting school supplies (i.e., pencils, pens, scissors) or any other item in a manner that threatens to inflict or actually inflicts bodily harm to another person, as long as the offense does not meet the definition of a Level II offense or assault causing bodily injury (Level III).
- 21.AM Engaging in conduct that constitutes a disruption of classes or lawful assemblies, activities, or transportation.
- 21.AN Engaging in any other conduct that disrupts the school environment or educational process or poses a threat to the safety or orderly operation of the school or event but that the principal/designee determines is a serious offense.

LEVEL II - Major Offenses

The following actions are so objectionable that they are termed "major offenses." These offenses are prohibited on District property, at school or at school-related activities, including on buses or other public transportation that carry students to or from school or activities, and are punishable by out-of-school suspension, in-school suspension, detention, Saturday school, assignment of duties other than class tasks, withdrawal of extracurricular or honorary privileges, or any other discipline management techniques listed in Section C of this Code, as determined by the campus principal. These offenses are considered to be more offensive than Level I – Serious Offenses. Thus, in most cases, the offenses listed in this section will warrant greater consequences than those listed in the Level I – Serious Offenses section. (Example: major offenses should warrant a greater number of days spent in in-school suspension than serious offenses).

In some cases, the offenses listed in this section may also meet the definition of conduct that warrants DAEP placement (Level III) or expulsion (Level IV). If this occurs, the offense in question is elevated to a Level III or IV offense, and the campus administration may consider DAEP placement or expulsion, as warranted.

- 21.BA Intentionally and knowingly making false accusations against teachers, other school employees, volunteers, or other students.
- 21.BB Engaging in inappropriate, unwelcome verbal, physical or sexual conduct that is disruptive or offensive to another student, District employees or volunteers, or the school environment.
- 21.BC Possessing a laser pointer when not authorized by a teacher for school use (in some cases the use of a laser pointer may be classified as an assault and may cause bodily injury Level III).
- 21.BD Using Mace or pepper spray (in some cases, the use may be classified as an assault and may cause bodily injury Level III).
- 21.BE Stealing from students, staff, campus visitors, or school (i.e., theft that does not constitute a felony according to the *Texas Penal Code*).
- 21.BF Committing 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.BG Engaging in verbal abuse, e.g. name-calling, making racial or ethnic slurs, derogatory statements, or oral statements which are abusive or confrontational.
- 21.BH Insubordination. [See Glossary]
- 21.BI Directing disrespect or directing profanity, vulgar language, or obscene gestures toward another person or persons, including teachers and other school employees.
- 41.BJ Fighting, mutual combat, committing physical abuse, or threatening physical abuse (i.e., conduct that does not meet the definition of assault in Texas Penal Code §22.01(a)(1)).
- 21.BK Hazing [See Glossary].
- 21.BL Engaging in offensive conduct that constitutes sexual harassment [See Glossary] or sexual abuse, whether verbal or physical, that may include requests for sexual favors or other intimidating sexual conduct directed toward other students or District employees. 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.BM Falsification of records, passes or other school-related documents.
- 21.BN Possessing, exhibiting, or distributing pornographic, offensively graphic, or obscene materials.
- 21.BO Refusal to accept discipline management techniques proposed by a teacher or by administration.
- 21.BP Selling or trading, on campus, any item not authorized by the principal.
- 21.BQ Placing a substance in another person's food, drink and/or other possessions without that person's consent.
- 21.BR Participating in gang-related activities (first offense).
- 21.BS Using any electronic equipment (e.g., paging devices or cellular phones) in a manner that disrupts the peace or provokes hostility.
- 21.BT Possessing, exhibiting, or using 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.BU Violating any rule set forth on in this Code of Conduct pertaining to computers and the Internet.
- 21.BV Possessing or using unloaded firearm accessories or parts (such as a gun barrel or a gun clip).

- 21.BW Possessing, exhibiting, or using 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 illegal knives or prohibited weapons under the Texas Penal Code.
- 21.BX Possessing, exhibiting, or using 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.BY Pulling 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.BZ Possessing or using 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.CA Repeatedly violating other communicated campus or classroom standards of behavior (including repeated violations of the dress code).
- 21.CB Selling, attempting to sell, or receiving look-a-like drugs or items attempted to be passed off as drugs or contraband.
- 33.CC Possessing, smoking, or using tobacco products or paraphernalia; possessing drug paraphernalia.
- 21.CD Engaging in conduct that damages or tampers with the property of another that does not otherwise constitute misdemeanor criminal mischief (vandalism) or graffiti. [See Glossary]
- 21.CE Repeatedly violating any Level I offense(s) to the extent that the principal/designee considers the actions to constitute a major offense.
- 21.CF Engaging in any other conduct that disrupts the school environment or educational process or poses a threat to the safety or orderly operation of the school or District-related event.
- 42.CG Failing 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.CH Failing 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.CI Failing 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.CJ Failing 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.
- 49.CK Committing deadly conduct as defined by Section 22.05, Penal Code, when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, or a person commits an offense if he/she knowingly discharges a firearm at or in the direction of: (1) one or more individuals; or (2) a habitation, building or vehicle and is reckless as to whether the habitation, building or vehicle is occupied. Recklessness and danger are presumed if the actor knowingly pointed a firearm at or in the direction of another whether or not the actor believed the firearm to be loaded. For purposes of this section, "building," "habitation," and "vehicle" have the meanings assigned those terms by Section 30.01, Penal Code. An offense under Subsection (a) is a Class A misdemeanor. An offense under Subsection (b) is a felony of the third degree.
- 21.CL Engaging in written or verbal expression or physical conduct that 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 is sufficiently sever, persistent, or pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student and is regarded as bullying.
- 21.CM Creation of 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.

LEVEL III - Offenses for Disciplinary Alternative Education Program (DAEP) Placement

The following actions constitute offenses that shall or may result in placement in a Disciplinary Alternative Education Program (DAEP). These offenses are considered to be more serious than the Level II – Major Offenses listed in this Code. Most of these offenses are illegal actions, and administrators will contact law enforcement officials regarding this conduct. 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 any honorary privileges.

MANDATORY DAEP PLACEMENT: Offenses Requiring Placement in a Disciplinary Alternative Education Program

A. Offenses Occurring on Campus or at School-Related Activities

A student must be placed in a Disciplinary Alternative Education Program 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, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

- 27.DA Engages in conduct that contains the elements of assault by contact against a school district employee or volunteer where there is no bodily injury or harm.
- 28.DB Assault against someone other than a school district employee or volunteer where there is no bodily injury or harm.
- 35.DC Engages in conduct involving a public school that contains the elements of the offense of false alarm or report (including a bomb threat) or a terroristic threat [See Glossary], without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related event.
- 26.DD Engages in conduct involving a public school that contains the elements of the offense of terroristic threat [See Glossary], without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related event.
- 28.DF Engages in conduct that contains elements of assault; causing bodily injury (see Glossary) under Texas Penal Code 22.01(a)(1).

- 04.DG Sells, gives or delivers to another person, or possesses, uses or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See Glossary for "under the influence.")
- 05.DH 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.DI Engages in conduct that contains the elements of an offense relating to abusable glue or paint or relating to volatile chemicals.
- 07.DJ Engages in conduct that contains the elements of the offense of public lewdness [see Glossary] or indecent exposure;
- 02.DK 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.DL Except when punishable as a Level IV offense, intentionally, knowingly, or recklessly harming or threatening to harm a school employee by an unlawful act in retaliation for or on account of the service or status of the employee as a public servant, witness, prospective witness, informant, or person who has reported or who the student knows intends to report the occurrence of the crime.
 - Engages in expellable conduct and is between six and nine years of age, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related event.
- Commits a federal firearms violation and is younger than six years of age, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related event.
 - Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property.

B. Offenses Occurring off Campus/Not at School-Related Activities

Additionally, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

CODE OFFENSE

- 09.DM The student engages in conduct punishable as aggravated robbery or a felony listed under Title 5 of the Texas Penal Code and a court or jury finds that the student has engaged in delinquent conduct or the student receives deferred prosecution for conduct punishable as aggravated robbery or a felony listed under Title 5 of the Texas Penal Code [See Glossary];
- 09.DN A court or jury finds that the student has engaged in delinquent conduct for conduct punishable as a felony offense under Title 5 of the Texas Penal Code.
- 09.DO The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct punishable as aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code.

<u>DISCRETIONARY DAEP PLACEMENT</u>: Offenses That May Result in Placement in a Disciplinary Alternative Education Program

A. Offenses Occurring on Campus or at School-Related Activities

A student may be placed in a DAEP if the student commits the following on campus, while attending a school-sponsored or school-related activity on or off campus, or as otherwise allowed by law:

- 50.DP Possessing a knife, including a lock blade knife, with a blade length up to and including 5 ½" This does not include knives that are classified as prohibited weapons or illegal knives [see Glossary for explanation of knives].
- 01.DQ 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.
- 01.DR Engages in behavior that the principal or designee 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 ability of the student's classmates to learn.
- 34.DS Following a previously documented offense (Level II), 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.DT Following a previously documented offense (Level II), 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.DU 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.DV Engages in unruly, disruptive, disrespectful, or abusive conduct
 - a. at any location on District property (e.g., the cafeteria, auditorium, parking lots);
 - b. at a District-related activity or event; or
 - c. affecting any location or activity/event on District property, that substantially interferes with the orderly operation of the campus or District-related activity or event, or with the transportation of students on a vehicle owned or operated by the District.
- 21.DW Possessing, exhibiting, or using 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.

B. Offenses Occurring off Campus/Not at School-Related Activities

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 if:

CODE OFFENSE

- 10.GA 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; **and** 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.GB The student 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.
- 51.GC Used, exhibited or possession of a firearm specified in Texas Education Code ("TEC") §37.007(a)(1)(A) off-campus but within 300 feet of school property as specified in TEC §37.007 (b)(3).
- 52.GD Used, exhibited, or possession of an illegal knife, club, or prohibited weapon specified in TEC §37.007(a)(1)(B-D) off campus but within 300 feet of school property as specified in TEC §37.007 (b)(3).
- 53.GE Engaged in conduct that contains the elements of the offences specified in TEC §37.007 (a)(2)(A-H) occurring off-campus but with 300 feet of school property. This includes criminal conduct specified in §37.007 (b)(3) of 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, or criminally negligent homicide.
- 54.GF Engages in conduct punishable as a felony as specified by §37.006(a)(2)(C) or (D) of selling, giving, or delivering to another person, or the possession, or use or being under the influence of: marijuana, a controlled substance, a dangerous drug, or alcoholic beverage; or committing a serious offence while under the influence of alcohol, off-campus but within 300 feet of school property.

LEVEL IV - Offenses for Expulsion

The following actions constitute offenses that shall or may result in expulsion. These offenses are considered to be more severe than the other offenses listed in this Code. Most of these offenses are illegal actions, and administrators will contact law enforcement officials regarding this conduct. The principal may suspend a student for these offenses, and may place a student in in-school suspension or on-campus intervention, 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 a suspension of honorary privileges.

MANDATORY EXPULSION: Offenses Requiring Expulsion

A student must 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:

- 29.EA Engages in conduct containing the elements of aggravated assault under the Texas Penal Code against a school district employee or volunteer. [TEC37.007(d)]
- 30.EB Engages in conduct containing the elements of aggravated assault against someone other than a school district employee or volunteer. [TEC37.007(a)(2)(A)]
- 31.EC Engages in conduct containing the elements of sexual assault or aggravated sexual assault against a school district employee or volunteer. [TEC37.007(d)]
- 32.ED Engages in conduct containing the elements of sexual assault or aggravated sexual assault against someone other than a school district employee or volunteer. [TEC37.007(a))2)(A)1
- 11.EE Uses, exhibits, or possesses a firearm under the Texas Penal Code.
 - Note: A firearm lawfully stored in a vehicle still requires expulsion under Section 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.EF Uses, exhibits, or possesses an illegal knife, such as a knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown (including martial arts throwing star); dagger, including, but not limited to, a dirk, stiletto, and poniard; Bowie knife; sword; or spear [See Glossary].
- 13.EG Uses, exhibits, or possesses a club [See Glossary].
- 14.EH 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.EI 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.EJ Engages in conduct containing the elements of murder, capital murder, or criminal attempt to commit murder under the Texas Penal Code;
- 18.EK Engages in conduct containing the elements of indecency with a child under the Texas Penal Code.
- 19.EL Engages in conduct containing the elements of aggravated kidnapping under the Texas Penal Code.
- 36.EM Engages in conduct related to a controlled substance/drug offense violation if the conduct is punishable as a felony.
- 37.EN Engages in conduct related to an alcohol violation if the conduct is punishable as a felony.
- 11.EP Brings a firearm to school, as defined by federal law [See Glossary].
- 46.EQ Engages in conduct containing the elements of aggravated robbery under the Texas Penal Code.
- 47.ER Engages in conduct containing the elements of manslaughter under the Texas Penal Code.

- 48.ES Engages in conduct containing the elements of criminally negligent homicide under the Texas Penal Code.
- Engages in conduct containing the elements of continuous sexual abuse of a young child or children under the Texas Penal Code.
- 08.EO 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.

DISCRETIONARY EXPULSION: Offenses Which May Result in Expulsion

Additionally, a student may be expelled if a student commits the following while on school property, while attending a schoolsponsored or school-related activity on or off school property, or as otherwise allowed by law:

- 04.ET Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of:
 - a. Marijuana or a controlled substance;
 - A dangerous drug:
- 05.EU Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of an alcoholic beverage:
- 06.EV Engages in conduct that contains the elements of an offense relating to abusable glue or paint or relating to volatile
- 20.EW While placed in a DAEP for disciplinary reasons, continues to engage in serious or persistent misbehavior that violates this SAISD Student Code of Conduct. A student who continues to commit offenses that are listed in Levels I, II, or III in this Code of Conduct while in the DAEP may, therefore, be recommended for expulsion under this paragraph;
- 22.EX 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 guestion is \$1,500 or more) without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity.
- 27.EY Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer.
- Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to 27.EZ another) against a District employee or volunteer in retaliation for or as a result of the person's employment or association with the District, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property.
- Engages in conduct involving a public school that contains the elements of the offense of false alarm or report or 26.FA terroristic threat [See Glossary], without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related event.

Breach of computer security

EMERGENCY PLACEMENT/EXPULSION

A student may be immediately placed in a DAEP or immediately expelled, as allowed by law [TEC37.019], if that student:

CODE

23.FB 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).

Expulsion for Title 5 Felony Offenses

A student may be expelled and placed into the Juvenile Justice Alternative Education Program or Disciplinary Alternative Education Placement for the following:

- Deferred prosecution under Family Code § 53.03 found by a court or jury to have engaged in delinquent conduct under Family Code § 54.03 for conduct defined as a Title 5 felony offense;
- · Charged with engaging in conduct defined as a Title 5 felony offense;
- Referred to a juvenile court for allegedly engaging in delinquent conduct under Family Code § 54.03 for conduct defined as a Title 5 felony offense;
- Received probation or deferred adjudication or convicted or arrested or charged with a Title 5 felony offense.

A student who is placed in an alternative setting under these circumstances will be given the opportunity for a hearing. A placement will not be made unless the Board or the Board's designee determines that the student's presence in the regular classroom either:

- (1) Threatens the safety of other students or teachers:
- (2) Will be detrimental to the educational process; or
- (3) Is not in the best interests of the district's students.

The expulsion or DAEP placement may be without regard for the date or location of the offense or enrollment status of the student or court disposition and the student is subject to the placement until one of the following occurs:

- The student graduates from high school:
- The charges are dismissed or reduced to a misdemeanor offense; or
- The student completes the term of the placement or is assigned to another program.

The placement continues regardless of whether the student transfers to another district in the state. Students are entitled to 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.

STUDENTS WHO ARE REGISTERED SEX OFFENDERS

Upon receipt of notification that a student is a registered sex offender, a decision regarding the placement of the student into a disciplinary alternative education program or the district's juvenile justice alternative education program will be made according to the following guidelines:

The placement decision will be based upon whether the student is a registered sex offender. 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. Placement into an alternative disciplinary program under this section supersedes all other legal provisions pertaining to alternative disciplinary placement. Additionally, students who are placed in an alternative setting under this provision must still maintain and comply with any other court ordered requirements relating to sex offender registrant status.

Students Under Court Supervision: A student who is under any form of court supervision, including probation, community supervision, or parole, shall be placed for at least one semester in a disciplinary alternative education program or the district's juvenile justice alternative education program. If a student under court supervision is placed in the disciplinary alternative education program or the district's juvenile justice alternative education program and 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.

<u>Students Who Are Not Under Court Supervision:</u> 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 threatens the safety of other students or teachers; will be detrimental to the educational process; or is not in the best interest of the District's students.

<u>Placement Review After One Semester</u>: 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: 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 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.

Student Receiving Special Education Services: A placement for a student with a disability 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 as described above 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 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 under Ch. 62 of the Code of Criminal Procedure. If the determination is made that student is required to register as a sex offender, the student is subject to placement in an alternative education program. The decision made by the board of trustees or its designee is final and may not be appealed.

CELL PHONES / ELECTRONIC DEVICES

The use of cell phones and other electronic devices, such as MP3 players, is a violation of the **Student Code of Conduct**. 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.

• Any violations will be in accordance with the **Student Code of Conduct** and will be subject to the consequences described in the Telecommunications/Electronic Devices Procedures established for all school campuses, including fines and confiscation of the device. 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 notice required by law. [See FNCE (LEGAL)]

Procedures will be distributed to students and parents at the beginning of every school year via the **Student Code of Conduct**, campus handbooks, PENS, beginning of school parent letters with required signatures, student class meetings and general parent /student assemblies. All fine assessments will be in compliance with policies FP and FNCE.

TELECOMMUNICATIONS/ELECTRONIC DEVICES PROCEDURES

- 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.

INAPPROPRIATE USE OF TECHNOLOGY RESOURCES AND THE INTERNET

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 cyberbullying and "sexting." This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

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. (Online Harassment)

STUDENT ACCEPTABLE USE POLICY (AUP) FOR THE 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 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:

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 Uses

- 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, 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 us the internet for financial gain, political or commercial activity; or
- Not use the system for purchasing products or services.

Copyright Laws

• Will comply and be aware of all copyright laws and follow the copyright laws.

Illegal Activities

Not use the system for illegal purposes or any other activity prohibited by District policy.

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.

C. CONSEQUENCES OF INAPPROPRIATE CONDUCT

DISCIPLINE MANAGEMENT TECHNIQUES

Discipline management techniques are always available when assessing penalties for violations of the SAISD Student Code of Conduct, regardless of the offense, except as otherwise required by law. Discipline management techniques may include:

- 1. Seating changes in the classroom.
- 2. Reassignment to another classroom.
- 3. Counseling by teachers, counselors, special services, or administrative personnel.
- 4. Parent-teacher conferences.
- 5. Cooling-off or time-out.
- 6. Behavioral contracts.
- 7. Participation in peer conflict resolution proceedings.
- 8. Assigned school duties other than class tasks.
- 9. Verbal correction.
- 10. Withdrawal of privileges, including, but not limited to, participation in extracurricular activities and eligibility for seeking or holding honorary positions.
- 11. Sending the student to the office or other assigned areas.
- 12. Detention.
- 13. School-defined and -imposed probation.
- 14. Withdrawal of rewards and incentives.
- 15 Demerits
- 16. Referral to outside agency or authority, including school-community programs.
- 17. Confiscation of items that disrupt the educational process.
- 18. Fines (for cell phone/electronic devise violations only).
- 19. Grade reductions as permitted by Board Policies EIA (LOCAL) and FO (LOCAL).
- 20. Withdrawing or restricting bus privileges.
- 21. On-campus intervention (OCI).
- 22. In-school suspension.
- 23. Suspension (out-of-school).
- 24. Disciplinary transfer to another campus, to be determined by the Superintendent's designee.
- 25. Removal to a Discipline Alternative Education Program.
- 26. Expulsion.
- 27. Age appropriate techniques to address conduct involving bullying, harassment, or making hit lists.

STUDENTS WITH DISABILITES

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 accordance with the Education Code, 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.

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.

PHYSICAL RESTRAINT

Any District employee may, within the scope of the employee's duties, use and apply 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.

GENERAL GUIDELINES FOR ASSESSING DISCIPLINE PENALTIES

When imposing discipline, District personnel shall adhere to the following general guidelines:

- 1. Discipline shall be administered when necessary to improve student's behavior, to maintain essential order, or to protect other students, school employees, or property.
- 2. Students shall be treated fairly and equitably. Discipline and the length of removal or expulsion shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:
 - a. Seriousness of the offense.
 - b. Self defense.
 - c. Student's age.
 - d. Grade level.
 - e. Student's disciplinary history.
 - f. Student's conduct.
 - g. Intent or lack of intent at the time the student engaged in the conduct.
 - h. Student's attitude.
 - i. Potential effect of the misconduct on the school environment.
 - j. Statutory requirements.
 - k. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
- 3. Each disabled student's Individual Education Plan (IEP)/ Individual Accommodation Plan (IAP) shall address the student's specialized needs on discipline, including which of the discipline management techniques can appropriately be used with the student.
- 4. A student enrolled in a special education program under Subchapter A, Chapter 29, Texas Education Code, may not be disciplined for conduct involving bullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct.

Because of these factors, discipline for a particular offense (unless otherwise specified by law) may bring into consideration varying techniques and responses. Generally, academic sanctions shall not be used as discipline. However, when the disciplinary infraction is academically related, such as cheating or plagiarism, academic sanctions determined by the teacher may be imposed.

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.

DETENTION

For infractions of the Student Code of Conduct or other policies and regulations, teachers may detain students 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 I] or major [Level II] offenses as described and set forth in this SAISD Student 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 principal or designee shall consider reasonable alternatives, including appropriate discipline management techniques. If the principal or designee 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.

STUDENT REMOVAL

A teacher may send a student to the principal's office with appropriate documentation in order to maintain effective discipline in the classroom. The principal or designee shall respond by employing appropriate discipline management techniques consistent with this SAISD Student Code of Conduct and local policy.

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.

Conference and Review Requirements for Students Removed from Class

Not later than the third class day after the day in which the student is removed from the class by the teacher under Texas Education Code Section 37.002(b) or (d), or by the principal or other appropriate administrator under Texas Education Code Section 37.006, the principal or other appropriate administrator shall schedule a conference with a parent or guardian of the student, the teacher removing the student from class, 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 principal will notify the student of the consequences of the Student 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 as provided by Texas Education Code Section 37.002 or 37.006, as applicable, for a period consistent with the SAISD Student Code of Conduct.

A student removed from the regular classroom to in-school suspension, on-campus intervention or another setting, other than DAEP, will have an opportunity to complete before the beginning of the next school year 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 counselor to ensure the student completes all work required for the course or grade level.

Students with disabilities may not be removed in violation of specific IEP/IAP provisions or for more 10 school days in a school year without ARD/ Section 504 Committee approval.

The principal may not return the student 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 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 for engaging in any **Serious** [Level I] or **Major** [Level II] offenses as described and set forth in this SAISD Student Code of Conduct. Additionally, students may be suspended pending DAEP placement or expulsion. In deciding whether to order out-of-school suspension, the district will take into consideration: self-defense, intent or lack of intent at the time the student engaged in the conduct, and the student's disciplinary history.

A principal or other appropriate 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 principal or designee shall consider reasonable alternatives, including appropriate discipline management techniques. If the principal or designee determines that a suspension is the most appropriate alternative, no other disciplinary action need precede the suspension.

Conference with Student

Before suspending a student, the principal or designee shall conduct an informal conference, at which:

- 1. The student shall be advised of the conduct with which he or she is charged.
- 2. The student shall be given the opportunity to explain his or her version of the incident.

Notice to Parents

A student's parent shall be notified by telephone, or other appropriate means, as soon as reasonably practicable, of a suspension. Parents of students who have been suspended shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension. Furthermore, 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 a student violates this prohibition, the student can be charged with illegal trespass, a Class C Misdemeanor.

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. However, a student younger than 6 years of age may not be removed and placed in a DAEP.

The DAEP shall be provided in a setting other than the student's regular classroom. 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 pre-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.

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, and
- 3. The student's disciplinary history.

Coursework Notice

The parent or guardian 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 counselor to ensure the student completes all work required for the course or grade level.

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 or any honorary privileges.

Restrictions during Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

The district shall provide transportation to students in a DAEP.

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 DAEP placement order.

Transfer or Withdrawal from a DAEP

If a student transfers into SAISD from another school district in which the student was placed in a DAEP, SAISD shall continue the DAEP 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 for the duration of the placement for any reason (other than reasons which constitute an "excused absence" under SAISD policy), shall be required, upon return to SAISD, to complete the number of days missed in the DAEP before being allowed to return to the regular campus.

Placement of Students with Disabilities

The placement of a student with a disability may only be made following a manifestation determination review ARD/Section 504 meeting which determines that the misconduct was not related to the student's disability. The review must be conducted no later than ten (10) school days following the incident. 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. [Texas Education Code Section 37.004]

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:

- carries or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the school district;
- 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,
- 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 described above 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.

Emergency Placement in an DAEP

The principal or the principal's designee may order the immediate placement of a student in the DAEP if the principal or the principal's designee reasonably believes the student's behavior is 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 student's classmates to learn, or with the operation of school or a school-sponsored activity.

At the time of the emergency placement, 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.

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. 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 in a DAEP

The duration of a student's placement in the DAEP shall be determined by the District hearing officer. 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 decision of the Board or the Board's designee is final and may not be appealed.

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:

- 1. 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,
- 2. The student has engaged in serious or persistent misbehavior that violates this SAISD Student Code of Conduct.

Assessment for Student Placed in a Disciplinary Alternative Education Program for 90 Days or More

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 students' departs from the program or as near to that date as possible. The assessment instrument will measure basic skills in reading and math Student assigned to the disciplinary alternative education program must also take all academic skills assessments required of all public school students.

Beyond End-of-School Year

Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, the board or designee must make one of the following determinations:

- 1. The student's presence in the regular classroom or at the student's regular campus poses a danger of physical harm to the student or another individual;
- 2. The student has engaged in serious or persistent misbehavior that violated the district's Student Code of Conduct.

REVIEW OF STUDENT'S STATUS IN A DAEP (FOR STUDENTS PLACED IN AN DAEP FOR 120 DAYS OR MORE)

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 or guardian, 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, parent or guardian 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.

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)]

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration:

- 1. Self-defense (see glossary),
- 2. Intent or lack of intent at the time the student engaged in the conduct, and
- 3. The student's disciplinary history.

Expulsion of Students under 10 Years of Age

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. The District shall provide educational services to an expelled student in a DAEP if the student is younger than 10 years of age on the date of expulsion.

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. "Firearm" under federal law includes:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm weapon.
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

The District may provide services to an expelled student who is older than ten years of age in a DAEP.

Expelled Transfer Students

If an expelled student from another school district applies to enroll in SAISD, the district that expelled the student shall 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

A principal or the principal's designee may order the immediate expulsion of a student if the principal or the principal's designee reasonably believes that action is necessary to protect persons or property from imminent harm.

At the time of the emergency expulsion, the student shall be given oral notice of the reason for that action. Within a reasonable time after the emergency expulsion, 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 expulsion.

Expulsion of Special Education Students

A student with a disability may be expelled for engaging in conduct that would warrant such action for a student without a disability only if a manifestation determination review ARD Committee determines that that the misconduct was not a manifestation of the student's disability. The ARD Committee may determine that the conduct was a manifestation of the student's disability only if the ARD Committee determines the following:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the District's failure to implement the IEP.

If the ARD Committee determines that the behavior of the student was not a manifestation of the student's disability, the student may be expelled but must 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 expulsion.

If the ARD Committee determines that the student's misconduct was a manifestation of the disability, the student shall not be 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 expulsion), and/or changes in the student's IEP, including the student's behavioral intervention plan as appropriate.

Expulsion of Section 504 Students

A student who is disabled according to Section 504 shall not be expelled unless the Section 504 committee first determines that the student's misbehavior was not a manifestation of the student's disability. The Section 504 committee must review current evaluation data and the student's current placement. If the Section 504 committee determines that the student's misconduct was not a manifestation of the student's disability, the student may be expelled. However, if the Section 504 committee determines that the student's misconduct was related to the student's disability, the student must not be expelled.

All Students: Representation during the Expulsion Hearing

At a hearing on expulsion, the student may be represented by the student's parent or guardian or another adult who can provide guidance to the student. The student and student's representative shall be notified in writing of the date, time, and place of the expulsion hearing prior to the hearing.

If the student has been removed under the emergency expulsion provision pending the expulsion hearing, the District shall obtain the parent's written agreement if the student will be excluded from the school setting for more than ten consecutive school days before the hearing is conducted. If the parent's agreement cannot be obtained, the District shall return the student to school or ensure that the expulsion hearing is conducted in a timely manner so that the student is not excluded from school for more than ten consecutive days without an opportunity for a due process hearing.

DUE PROCESS

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.
- 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.

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.

The notice shall be in writing and shall give information about the nature of the evidence to be used against the student. 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.

Placement in a Juvenile Justice Alternative Education Program

Students who are expelled are referred for enrollment in the Bexar County Juvenile Justice Academy (BCJJA), the school for expelled students.

D – SEARCHES, QUESTIONING OF STUDENTS, AND POLICE INTERVENTION

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

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 SAISD Student 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 OF STUDENTS 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:

- To comply with an order of the juvenile court;
- To comply with the laws of arrest;
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision;
- By a 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, Texas Department of Family and Protective Services, 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.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identify 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)

SAISD POLICE DEPARTMENT

SAISD has its own police force, which is 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.

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.

VANDALISM AND GRAFFITI

Vandalism is the damage or destruction of property without the consent of the owner. It is willful action which results in the destruction, damage, or defacement of property belonging to or used by the SAISD.

Graffiti is vandalism and includes marks with paint, an indelible marker 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.

Consequences for Vandalism and Graffiti

A student who engages in conduct that damages or tampers with the property of another that does not otherwise constitute misdemeanor criminal mischief (vandalism) or graffiti has committed a Level II Major Offense. It is punishable by suspension, detention, in-school suspension, and on-campus intervention, assignment of duties other than class tasks, withdrawal of extracurricular or honorary privileges, or other discipline management techniques.

A student who engages in conduct that is punishable as a felony:

- A felony may include, but is not limited to, criminal mischief (vandalism) and/or graffiti. It is an illegal offense and administrators will contact law enforcement officials. This is a Level III Offense that carries a Mandatory Disciplinary Alternative Education Program (DAEP) Placement.
- A student who engages in conduct constituting misdemeanor criminal mischief (vandalism), graffiti not classified as a
 felony, or otherwise engages in conduct that damages or tampers with the property of another causing substantial
 inconvenience or loss up to and including \$1,499.99 has committed a Level III Offense and may require DAEP
 placement.
- A student who engages in conduct that constitutes criminal mischief (vandalism), if the conduct is punishable as a felony (i.e., if the cost of the damage in question is \$1,500.00 or more) then he or she has committed a Level IV Offense which may result in expulsion.

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.

SECTION VIII: GLOSSARY

(General terms – not intended as legal explanations)

ABUSE: Improper or excessive use.

ACCELEREATED 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 statemandated assessment.

ACT: refers to 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
- 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 bout 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: Assault is defined as 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 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 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.

BIP: BEHAVIOR INTERVENTION PLAN: A behavior plan developed for some students who receive special education services to meet their individual needs.

BEHAVIOR IMPROVEMENT PROGRAM: 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. A copy of the *Policies, Rules, and Regulations of the San Antonio Independent School District* is available at every school, in the Public Library, and on the SAISD Homepage at www.saisd.net.

BULLYING: Engaging in written or verbal expression or physical conduct that a school district board of trustees or the board's designee determines:

- 1) 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, or pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student.

CHEMICAL DISPENSING DEVICE: A device designed, made, or adapted for the purpose 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: 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, 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: The use of any electronic

communication device to engage in bullying or intimidation. **DAEP (Disciplinary Alternative Education Program):** A placement for students who have violated certain provisions of the Student Code of Conduct.

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 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: Occurs 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.

DÉLINQUENT 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: 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:

- 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: 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 gangrelated:

- 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;
- Using any speech or committing any act or omission in furtherance of interest in any gang or gang activity, including, but not limited to:
- a. Soliciting others for membership in any gang;
- Requesting any person to pay for protection, or otherwise intimidating or threatening any person;
- Inciting other students to act with physical violence upon any other person;
- d. Engaging in conduct with others in intimidating, fighting, assaulting, or threatening to assault others;
- e. 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:

- 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 that \$20,000, the offense is a felony.
- 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, 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: Hazing means 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:

- Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
- 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.
- 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: Means 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.

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 sea.) 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.

INSUBORDINATION: Not submitting to authority, disobedience.

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 <u>any</u> 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.

- AN ILLEGAL KNIFE Level IV Offense (expulsion): (a) A knife with a blade over 5 ½ inches; (b) a hand instrument designed to cut or stab another by being thrown (includes martial arts throwing stars); (c) a dagger, including, but not limited to, a dirk, stiletto and poniard (regardless of the length of the blade); (d) a Bowie knife; (e) a sword; or (f) a spear. The length of the blade is not always a factor in identifying some of these knives.
- A PROHIBITED WEAPON Level IV Offense (expulsion): A switchblade knife, dagger, butterfly knife, or similar knife is classified as a prohibited weapon. (See SWITCHBLADE) 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:
 - Level III offense, resulting in DAEP placement, or
 - Level II offense, generally resulting in suspension from school or other serious consequences.

KNUCKLES: 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.

LAT (Linguistically Accommodated Testing): An assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

MACHINE GUN: 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: is 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.

PERSISTENT MISBEHAVIOR: (1) Two or more documented major offenses; (2) Five or more documented serious offenses; or (3) Any combination of documented major offenses and serious offenses that the principal or designee deems to be an impairment of the ability of either the program or the school to provide an education to other students.

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 extracurricular 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: A weapon including, but not limited to, an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; a switchblade or butterfly knife; knuckles; armor-piercing ammunition; a chemical dispensing device; or a zip gun.

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: Knowingly engaging in certain acts of a sexual nature in a public place, or, if not in a public space, being reckless about whether another is present who will be offended or alarmed by such acts, including but not limited to, sexual intercourse and other acts of sexual contact. [See Texas Penal Code Section 21.07 for the legal definition of "public lewdness"]

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.

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.

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.

SHORT-BARREL FIREARM: 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 grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

STUDENT CODE OF CONDUCT: Developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The SCOC also addresses notice to the parent regarding a student's violation of one of its provisions.

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.

TAKS: Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grades 3-11.

TAKS-ACCOMMODATED: A state mandated assessment based on the same grade-level academic achievement standards of TAKS available to certain students who receive special education services and who need specific accommodations, as determined by the student and his or her ARD committee.

TAKS-ALTERNATE: An alternate state mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student and his or her ARD committee.

TAKS-MODIFIED: An alternate state mandated assessment based on modified achievement standards and is administered to eligible students receiving special education services, as determined by the student and his or her ARD committee.

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: Threatening 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 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: 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.



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.
- 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 **2011-2012 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 **2011-2012 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 2011-2012 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.

□ Receive a paper copy of the SAISD Parent-Student Handbook. The handbook is the

I have chosen to:

	me for high school, middle school, and elementary s mily.	chool.	Please request one po	er
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~ Retain this page with the Handbook ~