

San Antonio Independent School District

2022-2023 Parent-Student Handbook



OFFICE OF ACADEMICS
and **SCHOOL LEADERSHIP**

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

WE THE STUDENTS of San Antonio Independent School District, in order to form a more perfect school district, have established the Student Bill of Rights. The Student Bill of Rights is a statement of beliefs that lends clarity to what students believe to be ethical treatment. The following Student Bill of Rights provides the student perspective on their academic, disciplinary, and social rights at school:

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| 01 | Right to a safe, caring, welcoming, and bully-free school environment |
| 02 | Right to support for student learning with a safe space to make mistakes at school, especially when students are struggling; failure is supported and not judged |
| 03 | Right to a school where students are accepted regardless of background or differences and supports the exploration and expression of identity (race, color, religion, national origin, age, sex, linguistic and cultural identity, gender identity, gender expression, sexual orientation, or disability) |
| 04 | Right to student voice: students' ideas and opinions are heard and considered, and students are given an opportunity for self-expression |
| 05 | Right to a school environment that accommodates students' individual social, emotional, and academic needs and elevates their different abilities |
| 06 | Right to mental health support and resources |
| 07 | Right to transparent and equitable discipline practice for all students without discrimination based on race, color, religion, national origin, age, sex, linguistic and cultural identity, disability, gender identity, gender expression, or sexual orientation |
| 08 | Right to have counselors who assist students to take coursework and access resources and classroom instruction that lead to college readiness |
| 09 | Right to a variety of healthy and nutritious food |
| 10 | Right to equal access to sports and extracurricular activities |

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

Es norma del distrito de San Antonio no discriminar por motivos de raza, color, religión, origen nacional, sexo, identidad de género, expresión de género, orientación sexual o discapacidad, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda, y las pólizas DIA, FFH, y FFI de la mesa directiva de SAISD.

I. PREFACE

Welcome to the new school year!

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

The San Antonio Independent School District Parent-Student Handbook is a general reference guide.

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

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

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

Therefore, parents and students should become familiar with the San Antonio Independent School District Student Code of Conduct. To review the Code of Conduct, visit the district weblink [Student Code of Conduct](#). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Parent-Student Handbook can be requested at your child’s school.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at <http://pol.tasb.org/Home/Index/176>.

II. ACADEMICS

ACADEMIC MONITORING

Academic Integrity

Honesty. Academic honesty promotes both personal integrity and facilitates the validity of grades earned on assignments and assessments as an integral part of the learning process. The expectation for all students in the San Antonio Independent School District is to uphold the standard of academic integrity by abstaining from all unethical behavior by exhibiting honest, trustworthy character. Therefore, it is expected that students will not use, accept, or receive unauthorized aid or unauthorized assistance of any kind during exam administration and while completing work that will receive a grade (e.g., numerically, for a pass or fail mention, for a reflection of having learned a skill, or that will result in a measure of a student’s conduct, and so on). Additionally, students are expected to maintain confidentiality of testing items on any test or examination (e.g. normal course content quizzes, exams, credit-by-exam administrations, PSAT, SAT, ACT, TSI, NWEA MAP or Circle, etc.) by keeping material covered on any exam confidential. Abiding by these ethical standards of behavior allows for teachers and other education professionals to speak on behalf of a student’s character (for example, in college/university letters of recommendation) and ultimately enhances the development of civil engagement among students in our schools.

Dishonesty. A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct, Local Board Policy, Legal Board Policy, and other sanctioning bodies. Academic dishonesty includes (but is not limited to) cheating or copying the work of another student, plagiarism, and all types of unauthorized communication between students during an examination or marking period for the purposes of grading. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. [See the policy EIA(Local) - Academic Achievement: Grading/Progress Reports to Parents for more information.]

Each campus in the San Antonio Independent School District may create its own Academic Integrity Policy or Statement to supplement the explanations offered here in the Parent-Student Handbook; however, no individual campus-based policy or statement will supersede or override the expectations reflected in this *Academic Integrity* section.

Grading Guidelines

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

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

In grade 1, achievement is reported to parents as:

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

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

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

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

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

Report Cards/Progress Reports

Report cards with each student's performance and absences in each class or subject are issued at least once at the end of every grading cycle (typically nine weeks).

At the end of the first three weeks of a grading period and at the end of the first six weeks of a grading period parents will receive a progress report detailing their child's performance in each class that the student is enrolled in. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher.

Teachers follow grading guidelines that have been approved pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy.

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports should be signed by the parent and returned to the school within 5 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Promotion and Retention

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

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

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

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

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

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

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

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

Prekindergarten—Grade 3

A parent may request in writing that a student repeat pre-kindergarten, kindergarten, or grades 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

In grades 4-8, promotion is based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards for all subject areas. A grade of 70 or above is required in language arts (the average of the language and reading grades) and mathematics.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards. A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. Students will also have multiple opportunities to retake End-of-Course assessments.

Honor Rolls

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

Conferences with Teachers or Administrators

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

CURRICULUM

Below is a short description of various departments at SAISD:

- **Early Childhood Education:** promote children's knowledge and skills in all developmental areas: cognitive, social/emotional, physical, and aesthetic, and to establish a foundation for lifelong learning through developmentally appropriate practices.
- **English (Spanish) Language Arts and Reading:** uses the Gradual Release of Responsibility and a literacy framework outlining instructional components, specified instructional strategies, a variety of relevant and engaging reading materials, and ample time for student collaboration and independent practice. Writing instruction is integrated with reading instruction and is taught with daily instructional expectations for modeled, guided, and independent writing.
- **English as a Second Language (ESL):** emphasizes the development of English language proficiency and literacy through content-based instruction in the ESL classroom. In grades 6-12, English as a Second Language (ESL) courses are offered to students identified as English language learners (ELL) in order to support academic English language development
- **Fine Arts Department:** mission is to educate, challenge, and inspire our students through the fine arts, thereby enabling them to reach their artistic, creative, and expressive potential. Instruction focuses on student participation and performance in four fine arts disciplines: art, music, theatre, and dance. TEKS based programs are provided in all disciplines. Goals for programs are outlined as follows:
 - **Art:** provide students with an art instruction program wherein the students can create works of visual art that will foster comprehension and synthesis of information and skills related to sensory awareness, creative expression, technical proficiency, cultural appreciation, and critical judgments.
 - **Music:** provide students with a foundation in music whereby the students can perform musically/artistically in groups and individually; can make aesthetic and knowledgeable judgments about music; develop music literacy skills in music reading, critical listening, and theory; and demonstrate that music is an integral part of life as evidenced through history, society, culture, and tradition.
 - **Theatre:** provide students with a theater instruction program whereby the students can perform dramatically in groups and individually. This course of study will foster comprehension and synthesis of information and skills related to creative expression and performance, technical proficiency on the stage, cultural / historical appreciation, and critical judgment as related to theatre, film, television and electronic media productions.
 - **Dance:** provide students with a dance instruction program whereby the students can perform choreography that will foster an awareness of body sciences, fitness principals, dance elements, choreographic processes, forms in a variety of dance styles, and a historical appreciation of artistic diversity.
- **Health Instruction:**
Consent to Human Sexuality Instruction
Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

The San Antonio AIDS Foundation (SAAF) is a 501c3 nonprofit corporation founded in 1986. The organization was founded by Robert Edwards (also known as "Papa Bear") a local bar owner who responded to the medical and social crisis at a time when most were afraid to acknowledge the AIDS epidemic. SAAF grew from a volunteer grass-roots effort and is now the oldest and most comprehensive professionally managed organization that educates our 6th and 9th grade students in HIV/AIDS awareness.

Draw the Line/Respect the Line is a 3-year evidence-based curriculum that promotes abstinence by providing students in grades 6, 7 and 8 with the knowledge and skills to prevent HIV, other STD and pregnancy. Using an interactive approach, the program shows students how to set personal limits and meet challenges to those limits. Lessons also include the importance of respecting others' personal limits. The student materials are provided in both English and Spanish.

- **In grade 6,** the emphasis is on non-sexual situations in which youth may experience pressure, for example, to steal, use alcohol or smoke. The lessons feature limit setting and refusal skills in these contexts. Parent-child communication activities include discussion of cultural and family values and pressure situations for young people. Grade 6 has 5 lessons.
- **In grade 7,** pressures regarding sexual intercourse are considered. The lessons feature short-term consequences of unplanned sex, information about STD and how to apply refusal skills in a party context. Parent-child communication activities include discussion of intentions to avoid having sex and getting out of risky situations. Grade 7 has 7 lessons.

- **In grade 8**, the lessons feature an HIV-positive speaker, practicing refusal skills in dating situations, and a condom demonstration. Parent-child communication activities include discussion of HIV and its impact on those who are affected by HIV. Grade 8 has 7 lessons.

The program is delivered through role play, mini-lectures, brainstorming, games, small group work, an anonymous question box, videos, and guest speakers.

The District's Teen Pregnancy Prevention Program (TP3) has two curriculums (one for middle school and one for high school levels). The *Draw the Line/Respect the Line* is a 3-year evidence-based curriculum that promotes abstinence and protection by providing students in grades 6, 7 and 8 with the knowledge and skills to prevent HIV, other STD, and unplanned pregnancy. Using an interactive approach, the program shows students how to set personal limits and meet challenges to those limits. Lessons also include the importance of respecting others' personal limits.

The Reducing the Risk (*RTR*) is a 16-session curriculum designed to help high school students delay the initiation of sex or increase the use of protection against pregnancy and STD/HIV if they choose to have sex. This research-proven approach addresses skills such as risk assessment, communication, decision making, planning, refusal strategies and delay tactics. Students learn they must consult with their parents and think through their own values to decide what to do.

Two key skills are taught:

- **Refusal skills** – Responses that clearly say no in a manner that doesn't jeopardize a good relationship, but which leave no ambiguity about the decision not to have sex or to refuse unprotected sex.
- **Delay tactics and alternative actions** – Ways students can avoid a situation or delay taking action until they have time to decide what to do or say, or until they are more prepared to make a decision.

Reducing the Risk is delivered through roleplays, skill practice, brainstorming, mini-lecture and worksheet activities. Roleplays are an essential and powerful part of the program. At first, students may be hesitant about their performances, but they soon begin to enjoy these opportunities and use them to great advantage. Teachers help students by encouraging them to practice their interpersonal skills in the roleplays. The more students practice effectively saying no to sex (or to unprotected sex), the more likely they'll be to use these skills in real life.

For further information, see the district's human sexuality instruction website:

[6th Grade Draw the Line/Respect the Line](#)

[7th Grade Draw the Line/Respect the Line](#)

[8th Grade Draw the Line/Respect the Line](#)

[Reducing the Risk](#)

[San Antonio AIDS Foundation HIV Presentation Outline](#)

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint.
- State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):
- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction or instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

- **Languages Other Than English instruction (LOTE)** prepares students for an increasingly open and globally interconnected world. By focusing on the skills of language acquisition, students become better critical thinkers and creative problem solvers while reaching higher levels of cognition than their monolingual peers. World Languages courses serve as the fifth core of instruction, preparing students for success in their courses now, in postsecondary, and in their careers. World Languages courses also expose them to the rich cultures that speak the languages being studied.
- **Mathematics** students engage in rigorous, developmentally appropriate mathematics through rich, challenging activities for deep understanding. They experience a rigorous learning experience by balancing time spent on conceptual

understanding, procedural skill & fluency, and application of mathematics. Students are afforded opportunities to access manipulatives and technologies that deepen students' understanding of mathematics and problem-solving skills.

- **Physical Education:** In accordance with policies EHAB, EHAC, EHBG and FFA, the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate to vigorous physical activity at least 30 minutes per day or 135 minutes per week as part of the school district's physical education curriculum. Because of block scheduling the district offers physical education to students in middle school or academies, grades 6th, 7th, & 8th to meet district physical education requirements of 225 minutes of moderate to vigorous physical activity within each two-week period for at least four semesters. For additional information on the district's requirements and programs regarding physical activity requirement, please see the campus principal.
 - The Commissioner of Education has adopted the Fitnessgram® assessment instrument to be used by Texas school districts in assessing student physical fitness in 3rd to 12 grades, as required by state law. Results are reported as a school district and do not have any bearing on the school district's rating from neither TEA nor the individual student's academic progress. A parent may submit a written request to the child's physical education teacher to obtain the results of his or her child's physical fitness assessment conducted during the year.
- **Science** teaches students to understand scientific inquiry and to explain phenomena or solve problems using a variety of scientific practices. Students will be able to develop models of systems within the natural world, investigate and problem-solve relevant, real-world situations using critical thinking, and understand science as an iterative, dynamic, creative, and collaborative process similar to how real scientists do their work.
- **Social Studies** prepares students to be informed and active citizens who advocate for themselves and their community and possess critical thinking and problem-solving skills that can be applied in a variety of contexts. This includes building a foundation in history, geography, economics, government, citizenship, and culture. During Celebrate Freedom Week in September, students in grades 3-12 study the Declaration of Independence and the U.S. Constitution. Students recite a portion of the Declaration of Independence 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.

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. There is an Administrative Procedure F26 Use of Communication Technologies by Students regarding the District's Internet and technology device usage regulations. 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.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as "sexting"—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

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

Textbooks, Electronic Textbooks, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services. The district selects instructional materials in accordance with state law and policy EFA. The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher. If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device. A student who is issued a damaged item should report the damage to the teacher. Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Technological Equipment

SAISD is a 1:1 district meaning that every student at SAISD has access to a device, assigned to them individually and available to take home as needed, actively participate in classroom learning opportunities, and to complete digital coursework that will enable them to become future ready scholars and professionals.

In order for all students to consistently have updated, available, and operational devices to meet their instructional needs, the Information Technology Department has implemented several strategies promoting device care and accountability. One of those strategies is the progressive accountability schedule which includes the possibility of a student being assessed a fee for not returning a device in an acceptable condition as defined below:

- The equipment is returned with the software and hardware in their original condition unless the school district authorized changes; and
- The physical condition of the equipment is fully usable as it was originally intended to be used.

Please refer to Educ. Code §31.104. See CMD (LEGAL), section titled "Responsibility for Instructional Materials and Equipment" located on page 8 of 10 of the Board policy.

The District will provide each student with an initial device and power cord. If the initial device is lost or damaged, the District will charge the students parent or guardian based on the fee schedule as follows:

FIRST INCIDENT (2 nd Device)	SECOND INCIDENT (3 rd Device)	THIRD INCIDENT (4 th Device) INCIDENTS (Subsequent Devices)
The District will supply the second device without requiring a fee.	The District will require the student (and a guardian) or staff to attend a device care training / webinar for a third device replacement.	The District will require intervention for a fourth device replacement from an Administrator to determine if disciplinary actions and/or referrals for additional district services are required	The student will pay market value of the device and be referred to an Administrator.
NO FEE	Administration has the authority to assess a \$25 FEE	Administration has the authority to assess a \$50 FEE	Administration has the authority to assess a MARKET VALUE FEE

Replacement accessories (power cords, keyboards, cases).		
FIRST INCIDENT (2 nd Device)	SECOND INCIDENT + (3 rd + Device)	STOLEN DEVICES
The District will supply a replacement without requiring a fee.	All other replacements will be assessed a \$15 fee.	Stolen devices would follow the same process.
NO FEE	Administration has the authority to assess a \$15 FEE	

Campus Administrators may:

Assess a fee for lost/damaged devices and accessories after the first offense.

- Waive or reduce the payment requirement if the student is from a low-income family.
- Convert the student to a "day user", where the device stays at school.
- Discipline the student under the school's (District's) code of conduct.
- Refer the student to other district services (such as DAEP).

INTERVENTION CURRICULA

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

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

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

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

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

ACCELERATED INSTRUCTION

House Bill 4545 became law in June 2021 to help students in academic areas where they need it most. House Bill 4545 also removed the consequence of grade retention for students who did not achieve "Approaches Grade Level, Meets Grade Level, or Masters Grade Level" on the State of Texas Assessments of Academic Readiness (STAAR) or STAAR End-of-Course (EOC) exams and instead allowed for extra tutoring and support. Now that the law no longer requires students to be held back based on their assessment scores, students in 3rd, 5th, and 8th grade who did not achieve "Approaches Grade Level" or higher in math or reading will have customized educational plans to support their success in the following year.

Additionally, all students who did not achieve "Approaches Grade Level" or higher on their assessments will receive a minimum of 30 hours of supplemental instruction in small groups. Students can receive this instruction during school when they are not receiving new instruction in the classroom or participating in electives, or before or after the school day.

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

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

SPECIAL CURRICULUM PROGRAMS

Dual Language, ESL and Emergent Bilinguals

A student who is identified as an Emergent Bilingual is entitled to receive specialized educational services from the district. Students who indicate that they speak a language other than English on their home language survey, are assessed at the International Welcome Center using a language proficiency test selected by the state of Texas. Students who are identified as Emergent Bilingual students are eligible for language program services via the Dual Language and ESL programs.

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned in the **Standardized Testing** section of this handbook, may be administered to an Emergent Bilingual up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I End-Of-Course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to Emergent Bilinguals who qualify for services. If a student is considered an Emergent Bilingual and receives Special Education services because of a qualifying disability, the student's Admission, Review, and Dismissal (ARD) Committee will make instructional and assessment decisions in conjunction with the LPAC.

Career and Technical Education (CTE) Programs

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

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

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration

- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

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

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

Gifted and Talented Education (GATE)

Students may be referred for GATE services by parents, teachers, school counselors, community members, or themselves. Screening and identification takes place over several months and is based on Board-approved policy. Students who qualify for District gifted and talented education services may, depending on their strengths, needs, and interests, participate in a variety of offerings to include core academic areas and other enrichment opportunities. Parents or students who wish to learn more about these services may contact the campus' assigned GATE Specialist (<https://www.saisd.net/page/qt-staff>), the GATE Department (giftedandtalented@saisd.net), the campus' GATE Coordinator.

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

Special Education

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on a Multi-Tiered System of Supports (MTSS). The implementation of MTSS has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students. If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request in writing an evaluation for special education or Section 504 services at any time.

Students who meet eligibility requirements 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. Aaron Aguilar, Director, Department of Special Education, 514 W. Quincy, San Antonio, Texas, 78212, (210) 354-9565.

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

Section 504 Referrals

Students who have a physical or mental disability which substantially limits one or more major life activities (including learning) and which requires some accommodations but is not severe enough to require Special Education services may be eligible under Section 504 of the Rehabilitation Act of 1973. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. Examples of potential 504 handicapping conditions include dyslexia, some communicable diseases (HIV, tuberculosis), attention deficit disorder, and other medical conditions. Section 504 is a regular education service. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. District efforts to comply with Title II of the Americans with Disabilities Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act are coordinated by the Director of 504 Julie Ann Gonzalez. She may be contacted at 514 W. Quincy, San Antonio, Texas, 78212, (210) 554-2570. [Also see policy FB.]

GUIDANCE AND COUNSELING PROGRAM

The mission of the SAISD Guidance and Counseling Program is to implement a comprehensive development guidance and counseling program that will maximize the academic, career, and personal/social needs of all students to ensure graduation from high school, success in post-secondary education, and is prepared to be a contributing member of the community. In collaboration with teachers, administrators, and parents, the program's goals are to maximize the benefits for student success. A parent wanting more specific information on the Guidance and Counseling Program from individual campuses should contact the school's counselor or the District Guidance and Counseling Department at (210) 554-2575.

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and the importance of postsecondary education. The school counselor or college access advisor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

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

High school students and their parents are encouraged to speak with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling

The school counselor or a school social worker is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor or social worker should submit a self-referral and/or speak with the campus school counselor or social worker. You may also fill out the Social Service Referral [Form](#). As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor or a school social worker for services and a list of resources that may be of assistance. If you are concerned about your child harming themselves, please access <http://www.texasuicideprevention.org> or you may also contact the National Suicide Prevention Lifeline at 1-800-273-8255. If your child has experienced trauma, contact the school counselor for more information.

Mental Health Support

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

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

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

When individual students are in crisis, all staff shall collaborate to intervene before an injury or death occurs. As noted in the SAISD F30 procedure Prevention and Intervention for Students in Crisis, the school counselor/social worker provides information on identification of students in crisis. The principal shall ensure that all staff are aware of the referral process to use when any student is potentially suicidal. An emphasis shall be made on confidentiality and immediate referral to the appropriate professional. The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. The mental health liaison Victoria Bustos, Executive Director of Student and Academic Support Services can be contacted at (210)554-2580 or 514 W. Quincy, San Antonio, Texas 78212.

HIGH SCHOOL GRADUATION

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

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

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

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

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

Foundation Graduation Program

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

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

The foundation graduation program requires completion of the following credits:

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

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

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

Available Endorsements

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

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

Personal Graduation Plans

Personal Graduation Plans - High School Students

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

Personal Graduation Plans - Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items: [See the school counselor and policy EIF(LEGAL) for more information.]

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

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.

Available Course Options for all Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law. Upon the recommendation of the Admission, Review, and Dismissal (ARD) committee, a student with a disability may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules.

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

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment required to earn an endorsement.

Certificate of Attendance

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

Grade-Level Classification (Grades 9–12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6-11.5 credits	Grade 10 (Sophomore)
12-17.5 credits	Grade 11 (Junior)
18 plus credits	Grade 12 (Senior)

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

Weighted Courses

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

The weight system is:

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

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

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation and without previous college enrollment, a student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student: completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon a student's registration for his or her first course that is required for high school credit, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

COURSE CREDIT

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

College Credit Courses

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

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

Credit by Examination (Student Has Taken the Course)

A student who has previously taken a course or subject, but did not receive credit or a final grade for it, may request to attempt to earn credit by passing an examination purchased by the parent from Texas Tech University or The University of Texas at Austin for that course or subject. Prior instruction may include, for example; incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery." The counselor or principal would determine if the student could take an examination for this purpose. If approval is granted, the student must score at least 70 on the examination to receive credit for the course or subject.

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

Credit by Examination (Student Has Not Taken the Course)

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. There are four exam windows offered throughout the school year. These dates will be published on the 2021-2022 school year on the SAISD Testing website. Approval must be obtained from the Testing Office for testing outside of the published windows. During each testing window provided by the district, a student may attempt a specific examination only once.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on a credit by exam assessment, or a score of 3 or higher on an AP examination, as applicable. A student may attempt to earn credit by exam a maximum of two times. The student must achieve the designated score on the applicable examination before the beginning of the school year in which the student would ordinarily enroll according to the school's high school course sequence. If unable to achieve the designated score, the student must complete the course. A student in the 1st to 5th grade will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies. A district administrator must recommend that the student be tested for acceleration, and the student's parent must give written approval of the possible grade advancement.

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

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as satellite, Internet, video-conferencing, and instructional television. Refer to Administrative Procedure F26 Use of Communication Technologies by Students regarding the District's regulations on using digital learning platforms, Internet and devices. 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.

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

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

SCHOLARSHIPS/ GRANTS/ FINANCIAL AID

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

STANDARDIZED TESTING

STAAR (State of Texas Assessments of Academic Readiness)

Violation of Academic Honesty: If a district determines that a student has cheated or attempted to cheat on a state assessment either by providing or receiving direct and/or unauthorized assistance, the district shall invalidate the student's test results. The violation will be reported to the Texas Education Agency as part of obligatory professional standards and may have implications beyond those of the District's scope of recompense (e.g., a college or university may be notified of the instance of academic dishonesty). [For more information, see the policy EKB(Legal) - Testing Programs: State Assessment.]

Grades 3-8

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8

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

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

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

High School End-of-Course (EOC) Assessments

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

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

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

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

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

TSI (Texas Success Initiative) Assessment

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

SAT, ACT, and Other Standardized Tests

Many colleges require additional standardized tests such as the American College Test (ACT), or the Scholastic Aptitude Test (SAT) for admissions. Each college determines the levels of achievement needed for admissions. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam(s) to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. SAISD offers all students in grades 10 and 11 the opportunity to take the PSAT in the fall as scheduled, and for all 11th grade students to take the SAT and ACT during the school day as scheduled. All 12th grade students will have an option to take the SAT or ACT during the school day as scheduled. One test, either ACT or SAT will be administered for Seniors.

Armed Services Vocational Aptitude Battery Test (ASVAB)

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

TRANSCRIPT REQUESTS

Requests for high school transcripts for current SAISD students should be directed to the high school registrar. Requests for official high school transcripts for former SAISD students should be directed to PEIMS and Student Data Services, 1700 Tampico, San Antonio, TX 78207, phone (210) 244-2909. Requests for student transcripts can also be made online at: <https://www.saisd.net/page/technology-request-a-transcript>. A nominal fee will be charged.

III. ENROLLMENT AND ATTENDANCE

ADMISSION AND AGE REQUIREMENTS

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

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

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

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

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

To attend Kindergarten, a child must be age 5 on or before September 1st. Upon enrollment in pre-kindergarten (PK) or kindergarten, a child must attend school. Pre-K, Head Start, and kindergarten students are subject to compulsory school attendance rules. To attend First Grade, a child must be age 6 on or before September 1st.

REGISTRATION REQUIREMENTS

Proof of Residency

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

A student who is living separate and apart from a parent, legal guardian, or other person having lawful control under a court order, or whose grandparents reside in the District and provide a substantial amount (as defined by the District's Board) of after school care, may apply for admission. A student who is in a homeless situation can enroll in the school where they temporarily live or the school where they last enroll. 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, except if the student is McKinney-Vento eligible or in Foster Care (See **STUDENTS WHO ARE HOMELESS**).

Other Registration Requirements

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

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

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

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

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

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

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

ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES

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

CHILDREN IN TEMPORARY HOUSING SITUATIONS

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

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

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

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows. A student in the conservatorship (custody) of the state the campus professional point of contact (POC) must be contacted for assistance. Once determined by the POC the student must be enrolled immediately regardless of any records presented or not represented, examples:

- The professional POC will assist with easing the transition of the student (FFC Legal) by:
 - creating welcoming packets including parental/student engagement, school schedules, introductions (buddy system) and certifying for free meals
 - facilitate a campus enrollment conference with the parent, child and pertinent campus personnel
 - ensure appropriate coding in the student data system
 - ensure pertinent campus staff are aware of their eligibility
- provide guidance to campus staff for data entry, academic support, parental and student engagement, etc. The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.
- The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]
- A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school
- ensure that other selective campus staff are aware of the student's homelessness status, and
- can be provided school bus services when eligible
- If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

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

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

For those students who are in Foster or Kinship Care placements through the Department of Family and Protective Services (DFPS), please present Form 2085 to the campus for immediate enrollment. For assistance, please call Estella Garza, Director of Family & Student Support Services at (210) 554-2635.

Students Who Are Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- The professional POC will assist with easing the transition of the student (FFC Legal) by:
 - creating welcoming packets including parental/student engagement, school schedules, introductions (buddy system) and certifying for free meals
 - facilitate a campus enrollment conference with the parent, child and pertinent campus personnel
 - ensure appropriate coding in the student data system
 - ensure that other selective campus staff are aware of the student's homelessness status
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

LEGAL SURNAME

A student must be identified by the student's legal surname, as it appears on the student's birth certificate or other document suitable as proof of the student's identity, 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. Generally, the school day begins and ends as follows (however, please check your specific campus for any exceptions):

Early Childhood Centers	7:30 AM to 2:30 PM
Elementary Schools	8:05 AM to 3:20 PM
Middle Schools	8:35 AM to 3:50 PM
High Schools	8:45 AM to 4:15 PM

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

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

DIRECTORY INFORMATION

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

The District often needs to use student information for the following school-sponsored purposes: publication in the district yearbook, campus and district newsletters, a student directory, district announcements and other district publications. For these specific school purposes, the district would like to use your child's name, address and telephone listing, photograph, honors and awards received, date and place of birth, dates of attendance, grade level, most recent school attended, participation in officially recognized

activities and sports, and the weight and height of members of athletic teams. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information. Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above. Refer to the student registration packet regarding the default setting of permissions.

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

Release of Student Information to Military and Colleges

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

COMPULSORY ATTENDANCE

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

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

Age 19 and Older

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

Exemptions to Compulsory Attendance

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

- Religious Holy days
- Required court appearances
- Activities related to obtaining United States citizenship
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus. Should a student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school. Policy FEC (LOCAL).
- A junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows
- the campus procedures to verify such a visit, and makes up any work missed.
- An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the district of those activities.
- For students in the conservatorship (custody) of the state,

- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- Absences of up to two days in a school year will also be considered an exemption for: (1) a student serving as an early voting clerk, provided the student notifies his or her teachers and the student receives approval from the principal prior to the absences; and (2) a student serving as an election clerk, if the student makes up any work missed.
- As listed in Accommodations for Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.
- An absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.
- The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

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

Failure to Comply with Compulsory Attendance

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

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

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

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

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

ATTENDANCE FOR CREDIT OR FINAL GRADE

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

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered days of attendance for this purpose.
- The committee will consider the acceptability and authenticity of the documented reason(s) for the student's absence.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to ensure or regain credit or a final grade.

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

School Attendance Review Committee

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

ABSENCE PROCEDURES

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

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

Makeup Work Because of Absence

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

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

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

RELEASE OF STUDENTS FROM SCHOOL

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

State law allows a student to be excused from school attendance for a temporary absence for any reason acceptable to the teacher, principal, or superintendent. Additionally, students will be excused for the purpose of attending religious holy days, including travel for that purpose; temporary absences resulting from a visit to a health care professional if the student commences classes or returns to school on the same day of the appointment; and required court appearances including travel to and from the court appearance. Students being released from school for other reasons may receive an unexcused partial absence, which may be a violation of the compulsory attendance laws.

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

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

TARDINESS

A student is considered tardy if:

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

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

DRIVER LICENSE ATTENDANCE VERIFICATION

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester and at least 10 days before it is needed. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license. For those students who are unaccompanied and McKinney-Vento eligible, please consult with Estella Garza; (210) 554-2635.

The [VOE form](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

STUDENT TRANSFERS WITHIN THE DISTRICT

Generally, a student must be enrolled in the school designated for the student's attendance zone (i.e., the student's home school). The District will consider a parent request for the transfer of any student from one school to another according to the guidelines in this section. The decision concerning any transfer shall be based upon various factors, including space capacity, program availability, and campus impact. 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 District will notify the principal to attempt 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. If a transfer is approved and the student enrolls in the transfer school, the parent and student are expected to follow the Transfer Terms & Conditions.

1. Term of transfer: A transfer is considered valid as long as the student and parent comply with all of these conditions and the transfer is not revoked for any reason by the District. The transfer does not need to be renewed at any time.
2. Transfer approvals will be based on space availability, staffing ratios, or other District factors.
3. 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 the receiving principal to recommend that the transfer be revoked and that the student be returned to the home school at the end of the 2nd or 4th grading periods.
4. A transferred student shall be responsible for maintaining attendance as required by law. The school shall take action in accordance with compulsory attendance laws. Unsatisfactory attendance may be cause for the receiving principal to recommend that the transfer be revoked and that the student be returned to the home school at the end of the 2nd or 4th grading periods.
5. 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.
6. 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 Choice School or Choice/Magnet Program; students who are placed at another elementary school because the home elementary school is capped at the child's grade level; students with identified needs who are placed at the school through the ARD placement process.

STUDENT TRANSFERS FROM OTHER DISTRICTS (NONRESIDENTS)

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

1. Nonresident students who have been admitted to Choice Schools or Choice/Magnet Programs, following approval in accordance with Administrative Procedures;
2. Children of nonresident, full-time District employees, following approval in accordance with Administrative Procedures;
3. Resident students who become nonresidents during a semester may be permitted to continue in the District school for the remainder of the semester or term, following parent request and approval in accordance with Administrative Procedures; and
4. Graduating seniors may be permitted to continue in the District for the remainder of the semester or term, following parent request and approval in accordance with Administrative Procedures.
5. Nonresident students in all other circumstances, aside from those listed in items 1-4 above, must submit a request to be approved by the District.

SCHOOL SAFETY TRANSFERS/ASSIGNMENTS

As a parent, you may:

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

WITHDRAWAL FROM SCHOOL

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. A parent wishing to withdraw a student from school should notify or call the school at least 24 hours prior to withdrawal for information on specific procedures and times for withdrawals. The principal or other administrator will verify the information when the parent arrives to provide the name of the new school, new home address, and phone number, if applicable, to the withdrawal. The formal withdrawal request must be signed for use as documentation that the students will continue to be enrolled in a school as required by the compulsory attendance laws.

IV: HEALTH AND NUTRITION SERVICES

HEALTH SERVICES AND MEDICAL TREATMENT

Student Illness

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

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

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

Emergency Medical Treatment

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

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

Health/Accident Insurance for Students

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

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

Immunizations

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

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

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

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

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

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

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

Mandated Screenings

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

The school nurse conducts spinal screening as required in grades 6 and 9. School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent. Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

The school nurse conducts screening for the Texas Risk Assessment for Type 2 Diabetes in Children Program as required for students in grades 1, 3, 5, and 7. Requirements for all screenings are met if the parent provides the results of the screening conducted by a state-licensed health care provider to the school nurse. In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Medicine at School

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

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.

Sunscreen

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse. Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Insect Repellent

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

Steroids

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

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If inspection indicates that a student has live head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. Follow the directions carefully, including application of a second treatment as recommended. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including how best to get rid of lice and prevent their return. Notice will also be provided to parents of elementary school students in the affected classroom. More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Bacterial Meningitis

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

What is meningitis?

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

What are the symptoms?

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

- Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing, or sharing eating utensils and drinking glasses).
- The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria in these people rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

- Get your child vaccinated according to the TDSHS immunization schedule. Vaccination is safe and effective and the best way to help protect preteens and teens from certain types of bacterial meningitis. The vaccination can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.*
- Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

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

- You should seek prompt medical attention.

Where can you get more information?

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

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

Tobacco and E-Cigarettes

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

SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

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

The duties of the SHAC range from making recommendations regarding physical and mental health curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, employee wellness, and making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community and mental health and suicide prevention services. During the preceding school year, the district's School Health Advisory Council held meetings on the following dates: October 21, 2021, December 16, 2021, January 27, 2022, February 25, 2022, April 21, 2022 and May 19, 2022. Additional information regarding the district's SHAC is available from the office of Student Health Services or by visiting <https://www.saisd.net/page/pe-shac>. [See also policies at BDF and EHAA.]

Seizures

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

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

FOOD ALLERGY MANAGEMENT PLAN

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/) website (<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>). The District has procedures to limit the risk posed to students with food allergies, and these procedures include:

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

Students at Risk for Anaphylaxis

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

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

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

Asthma and Severe Allergic Reactions

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

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

PHYSICAL EXAMINATIONS AND HEALTH SCREENINGS FOR UIL ACTIVITIES

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

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination. For more information, see the [UIL's explanation of sudden cardiac arrest](#).

CHILD NUTRITION SERVICES

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

Meals served Free of Charge

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

Pre-K and Head Start Family-Style Meals

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

Menus

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

Special Diets

The US Department of Agriculture's (USDA) nondiscrimination regulation, as well as the regulations governing the National School Lunch Program (NSLP) and School Breakfast Program (SBP), makes it clear that substitutions to the regular meal must be made for children who have disabilities certified by a licensed physician. The nature of the child's disability, the reason the disability prevents the child from eating the regular school meal and the specific substitutions needed must be specified in the statement signed by the licensed physician. Each diet order will be reviewed on a case-by-case basis by the Child Nutrition Service 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 Child Nutrition Department may but is not required to make food substitutions for them. However, if the licensed physician determines that food allergies may result in severe, life threatening (anaphylactic) reactions, the child's condition would meet the definition of "disability," and the substitutions prescribed by the licensed physician must be made. The required special diet form can be found on the SAISD Child Nutrition Services main web page: <http://www.saisd.net/dept/foodnutrition/>. Look under "Special Diets".

Competitive Foods

Elementary schools may not serve competitive foods (or provide access to them through direct or indirect sales) during regular or extended school days. This does not pertain to food items made available by the Child Nutrition Services. No food items may be purchased from Child Nutrition Services and then redistributed to students. No competitive foods may be distributed to students in the afterschool program until after the district provides snack or meal has been served.

No middle schools may serve competitive foods 30 minutes after the last lunch period. High schools may not serve competitive foods during meals. These restrictions on the sale of competitive foods during the school day include all school property where students have access. The school day is defined as midnight before to 30 minutes after the end of the school day.

All food sold or made available to students during the school day must meet Smart Snack and Beverage rules to include: • Vending machines, school stores, and fund-raisers during the school day. • Food used for instructional purposes except for food labs and cultural events.

Vending Machines

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

Celebrations

Although a parent or grandparent is not prohibited from providing food for a school-designated celebration day or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. Foods must be either commercially pre-packaged or prepared in a licensed facility. No items may be cooked or prepared at home. Food items offered should be healthy, low-fat items. Food items offered are to be in individual portions such as snack-size bags or granola bars. Items that are temperature sensitive are not allowed.

A complete copy of the district's local Wellness Policy and Plan can be found on the Health and Physical Education- SHAC website <https://www.saisd.net/page/pe-shac>. For more information, please contact the Child Nutrition Department at (210) 554-2290.

V: PARENT RIGHTS AND RESPONSIBILITIES

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

CAMPUS HANDBOOKS

Each SAISD campus has the option of distributing a Parent-Student Handbook with specific guidelines and rules of operation pertaining to a particular campus. A campus Parent-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 Parent-Student Handbook is consistent with the SAISD Student Code of Conduct, the Superintendent or designee shall review the provision in question and make a determination. Please note that the term "parent", unless otherwise noted, will refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for the student.

COMPLAINTS/CONCERNS OF PARENTS OR STUDENTS

Typically 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. 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 [here](#).

If the concern remains unresolved following the discussion with the teacher or other staff member, the student or parent shall discuss the situation with the campus principal/designee within fifteen (15) days of the time the student or parent knew or should have known of the event causing the concern. The campus principal/designee shall hold a conference with the student or parent within ten (10) District business work days after receipt of the complaint. The campus principal/designee shall have ten (10) District business work days following the conference to provide the student or parent with a response.

If the concern remains unresolved following the discussion with the campus principal/designee, the student or parent shall contact the Office of Family and Community Engagement within ten (10) District business work days following receipt of a response from the campus principal/designee or if no response is received within ten (10) District business work days of the response deadline. The Office of Family and Community Engagement shall reply to the student and parent inquiry within 48 business hours and forward the concern to the appropriate campus or department supervisor.

The appropriate campus or department supervisor shall hold a conference with the student or parent within ten (10) District business work days after receipt of the complaint. The campus or department supervisor shall have ten (10) District business work days following the conference to provide the student or parent with a response.

If the concern remains unresolved following the discussion with the appropriate campus or department supervisor, the student or parent may request a conference with the Superintendent/designee. The request must be filed within ten (10) District business work days following receipt of a response or if no response is received, within ten days of the response deadline. The Superintendent/designee shall hold a conference with the student or parent within fifteen (15) District business work days after receipt of the request. The student or parent 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 campus principal/designee or campus/department supervisors, and the signature of the person presenting the complaint when the request for a conference is made.

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).

For more information about this process, please contact the Office of Family and Community Engagement Customer Experience Center at (210) 554-2210 or email us at familyengagement@saisd.net.

PREPAREDNESS DRILLS

Fire Drills

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

Lockdown Drills

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

Tornado/Disaster Drills

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

EMERGENCY SCHOOL CLOSINGS

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

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

INSTRUCTIONAL MATERIALS AND SURVEYS

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

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

1. Inspection of instructional materials by parents or guardians: All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program would be available for inspection by the parents or guardians of the children. You are entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.
2. Limits on survey, analysis, or evaluations: No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:
 - a. Political affiliations or beliefs of the student or student's parents;
 - b. Mental and psychological problems potentially embarrassing to the student or his family;
 - c. Sexual behavior and attitudes;
 - d. Illegal, anti-social, self-incriminating and demeaning behavior;
 - e. Critical appraisals of other individuals with whom respondents have close family relationships;
 - f. Legally recognized privileged or analogous relationships, such as those of lawyers, doctors, and ministers;
 - g. Income, other than that required by law to determine eligibility for participation in a program to receive financial assistance under such program;
 - h. Religious beliefs, affiliations, or beliefs of the student or student's parents; orOther 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.
4. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

MUTUAL RESPECT OF RIGHTS

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

NONDISCRIMINATION POLICY

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Victoria Bustos, Executive Director, Student and Academic Support Services, 514 W. Quincy, San Antonio, TX 78212, (210) 554-2580.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Julie Ann Gonzalez, Director, Section 504/Dyslexia, 514 W. Quincy, San Antonio, TX 78212, 210-554-2570.
- All other concerns regarding discrimination: Superintendent Dr. Jaime Aquino, 514 W. Quincy, San Antonio, TX 78212, (210) 554-2280.

PARENTAL CONSENT

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

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

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

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

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. In addition, students' artwork, special projects, photographs or videos produced by students, and the like on the District's Website, a website affiliated with the district, such as a campus or classroom website, learning management systems or digital learning platforms, and in district publications, which may include printed material, video, or by any other method of mass communication. Refer to the student registration packet

regarding the default setting of permissions and how a parent can choose to not grant permission for the publication of student work, photographs or videos for these limited digital system purposes listed above.

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

PARENTAL RIGHTS

1. Parents may, by written petition, either request the assignment or transfer of their child to a designated school or to a school to be designated by the board, and file an objection to the assignment of their child to the school to which the student has been assigned. A parent is entitled to petition the board, pursuant to Administrative Procedure, designating the school in the District that the parent's child will attend; transportation is not provided for a transfer.
2. Parents are allowed reasonable access to the school principal, or a designated administrator, with the authority to reassign a student, or to request a change in the class or teacher to which their child has/have been assigned;
3. Parents may request:
 - a. the addition of an academic class to their child's curriculum in keeping with the required curriculum (there must also be sufficient interest shown to make it economically practical to offer the class),
 - b. that their child be allowed to attend a class for credit above their child's grade level (unless a representative of the Board of Trustees expects that the child cannot perform satisfactorily in the class),
 - c. that their child be allowed to graduate from high school earlier than the child would have graduated (provided that their child has completed all graduation requirements), and;
 - d. to have a child who graduates early, as provided above, participate in graduation ceremonies at the time the child graduates. *(The decision of the Board of Trustees concerning a request described in 2 or 3 is final and may not be appealed.)*
4. Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential education records. Release is restricted to:
 - a. Parents, whether married, separated, or divorced, unless the school is given a court order terminating parental rights. Federal law requires that, as soon as a student becomes 18 or is emancipated by a court or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
 - b. Records accessible by a parent include: Test scores, attendance records, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, teacher and counselor evaluations, reports of behavioral patterns, records relating to assistance provided for learning difficulties (including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law), state assessment instruments that have been administered to your child, and teaching materials and tests used in your child's classroom. Parents must follow procedures under Student Records to request access to those records.
5. Parents may have access to a copy of each published state assessment instrument administered under Texas Education Code Section 39.023 to their child.
6. Parents may request information regarding any state or district policy related to their child's participation in assessment required by federal law, state law, or the district.
7. Parents may have the opportunity to review:
 - a. All teaching materials, textbooks, and other teaching aids used in the classroom of their child;
 - b. Each test administered to their child, after the test has been administered;
8. Parents may have access to any meeting of the San Antonio Independent School District Board of Trustees, except those meetings that are closed to the public under the provisions of the Texas Open Meetings Act;
9. Parents may receive full information regarding school activities of their child, unless the District is directed otherwise in the course of a law enforcement investigation into child abuse.
10. A parent may remove their child temporarily from a class or other school activity that conflicts with the parent's religious or moral beliefs provided that the parent present or deliver to their child's teacher a written statement authorizing the removal of their child from the class or other activity. This right does not allow the parent to remove his/her child from a class or other school activity to avoid a test or to prevent his/her child from taking a subject for an entire semester. These rights are set forth in the Texas Education Code, Sections 25.033 and 26.001 to 26.012.
11. Parents of children receiving special education services receive a Procedural Safeguards pamphlet that describes their rights and due process.
12. To request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the state flag, the request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows.
13. To request that your child be excused from reciting a portion of the text of the Declaration of Independence during Celebrate Freedom Week, the request must be in writing. State law requires the recitation as part of social studies classes in grades 3-12 unless (1) you provide a written statement requesting that your child be excused and (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.
14. As a parent, you also have the right to receive notice and opt your child out of participating in:
 - a. Any survey concerning private information as listed in the Instructional Materials and Survey section.
 - b. School activities involving collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information.
 - c. Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. [Exceptions are hearing, vision, scoliosis, or Acanthosis screenings, or any physical exam or screening permitted or required under state law. (See policies EF and FFAA)]
15. Not later than the 14th days after the first day of enrollment, the parent of multiple birth siblings may request in writing that the school place the siblings in the same or separate classrooms. A parent's request will be honored unless it requires school to add an additional class to the grade level. However, the principal may change the classroom after the first grading period if, after

consultation with the teacher of each classroom, the placement is deemed “disruptive to the school.” This right does not affect the decision of Admissions, Review, and Dismissal Committee regarding placement under federal special education laws or the teacher’s right to remove student under state disciplinary laws. For more information regarding this option, contact the campus principal.

16. As a parent, you may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. As a parent you also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
17. Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student’s parent consents to this removal. The school may also offer tutorial services, which students whose grades are below 70 will be required to attend. Also refer to policies EC and EHBC, and contact your student’s teacher with questions about any tutoring programs provided by the school.
18. Your child’s school will request that you provide contact information, such as your current phone number and email address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal.

FAMILY ENGAGEMENT

Working Together

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

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

The following is a list of resources for families:

- [SAISD Parents & Students Webpage](#) - Visit this site for up to the minute information for families!
- [Family Power Hour Workshops for Families](#) - Visit this site for information on free workshops to support your children socially, emotionally, and academically.
- [Frontline Parent Portal](#) - Sign up today to view your child’s attendance, grades, and schedule; contact your child’s teacher by email; and receive alerts and notifications on your phone!
- [Parent/Teacher Conferences](#) - Visit this site for quick tips and resources you can use at your next parent/teacher conference!
- [FACE Specialist Directory](#) - Find out who the point of contact at your campus is for family engagement!
- [Volunteer Program](#) - Find out the process to become a District volunteer!
- Text 67587 to opt in to receive text message alerts from SAISD! Questions? Contact us at text@saisd.net.

For more information about these opportunities, contact the Director of the Office of Family and Community Engagement at (210) 554-2205, familyengagement@saisd.net, or visit us at www.sasid.net/families. For parents of students participating in Title I programs call (210) 554-8321 for more information.

PARENTS OF STUDENTS WITH DISABILITIES

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL).]

Request for the Use of a Service/Assistance Animal

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

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

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

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

Special Education Referrals

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

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

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

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

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

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Dr. Aaron Aguilar, Director for Psychological Services, 210-354-9565 ext. 49015

Section 504 Referrals

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for Section 504 services is Julie Ann Gonzalez, 210-554-2570.

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

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>
- Legal Framework for the Child-Centered Special Education Process, at http://framework_esc18.net/display/Webforms/LandingPage.aspx
- Special Education Information Center, at <http://www.spedtex.org/>

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

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

LIMITED ENGLISH PROFICIENT STUDENTS

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

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

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

EXTRACURRICULAR ACTIVITIES, CLUBS, ORGANIZATIONS, AND HONORARY PRIVILEGES

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

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks. However, if a student receives a grade below 70 at the end of a grading period in- 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, the student remains eligible for participation in all extracurricular activities..
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up a maximum of 10 absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of three absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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

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

SCHOOL-SPONSORED TRIPS

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

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

STANDARDS OF BEHAVIOR

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

SCHOOL PARTIES, CELEBRATIONS, AND DELIVERIES

Each Campus may designate three special event days per year. The guidelines for providing refreshments on these three designated dates include:

- All snacks/refreshments shall be store bought.
- All snacks/refreshments shall be individually wrapped or packaged.
- Snacks/refreshments that do not meet the Smart Snack 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.

CAMPUS LEADERSHIP TEAM (CLT)

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

STUDENT EDUCATION RECORDS

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

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

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

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

The District's policy regarding student records, policy FL, is available on the district's website at <http://pol.tasb.org/Home/Index/176>. Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA to: 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

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. 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 district IPM coordinator. All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, Daniel Thatcher at (210) 354-9307 or 1270 West Summit Avenue, San Antonio, TX 78201.

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 in the central administrative office. 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 Christine Flores, Assistant Director Environmental, Health and Safety at 210-354-9307 if you have any questions regarding the 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.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the Board of Trustees may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice. Please speak directly with the principal or contact the office of Policies and Public Information at 210-554-8480 or Office of Disability Services Designated Administrator at 210-354-9565 for further information or to request the installation and operation of this equipment. [See also EHBAF (LOCAL)].

VISITORS

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

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

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

Private or outside service providers for students who are not contracted by the District, or who are not District employees, will not be permitted on campus to visit with, observe, or provide services to the student while at school. Parents/Guardians shall arrange for any services from non-District private providers to occur outside of school facilities.

Unauthorized Persons

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

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

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

Business, Civic, and Youth Groups

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

Sign Language Interpreters

The Section 504 and Dyslexia Department provides sign language interpreters for parents/guardians or community members needing this accommodation upon request for campus meetings or events, and is open Monday through Friday from 8:00 a.m. to 4:30 p.m. Any parent, guardian, or community member requesting these services may contact the department at 210-554-2570. They may also contact the school principal or Campus 504 coordinator. Requests generally require 48 to 72 hours' notice.

WAIVER OF FEES/FINES

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

ELECTRONIC COMMUNICATION SYSTEM

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

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

Employee Use of Electronic Media with Students

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

PARENT'S PHOTO ID

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

VI: STUDENT RIGHTS AND RESPONSIBILITIES

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. Students are expected to respect the rights and privileges of other students, teachers, and District staff. Students shall exercise their rights responsibly in compliance with rules established for the orderly conduct of the District's educational mission.

Student responsibilities for maintaining a positive learning environment at school or school-related activities include:

1. Treating other students and the adults in the school with courtesy and respect.
2. Accepting responsibility for their actions and behavior and being accountable for the consequences.
3. Attending all classes regularly and on time.
4. Being prepared for each class with appropriate materials and assignments.
5. Dressing and grooming appropriately as described in this document.
6. Paying debts in a timely manner, unless these are waived.
7. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
8. Respecting the property of others, including District property and facilities.
9. Refraining from violations of the *SAISD Student Code of Conduct*, and obeying all campus and classroom rules, including safety rules. The District may impose campus or classroom rules in addition to those found in the *SAISD Student Code of Conduct*.

These rules may be listed in the campus Parent-Student Handbook or posted in classrooms, and violations of such rules may or may not constitute violations of the *SAISD Student Code of Conduct*.

10. Reciting the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day is required by Texas law. State law requires one minute of silence follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.
11. Reciting a quoted portion of the Declaration is required for students in grades 3-12 by the authority of the State Board of Education.
12. Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.
13. The District will not treat a student's otherwise permissible voluntary expression of a religious viewpoint in any other manner than it treats the student's otherwise permissible expression on a secular or other viewpoint. The administration at each high school campus has information pertaining to the District's limited public forum policy governing voluntary religious expression.

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report at [P3 Campus | Anonymous Reporting Solution for Schools](#)".
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

STUDENT PUBLICATIONS AND MATERIALS

School-Sponsored Publications

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

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

Non-School Publications

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

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

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

1. Distribution may be limited in order to prevent material and substantial interference with normal school operations in circumstances where there is evidence that reasonably supports a forecast that disruption will likely result directly from the distribution.
2. Reasonable administrative regulations as to the time, place, and manner of distribution shall promote orderly administration of school activities by preventing disruption, but shall not be designed to stifle expression.
3. Content of the non-school-sponsored materials to be distributed shall conform to the following standards:
 - a. Materials that are obscene or sexually inappropriate for the age and maturity of the audience or that endorse actions endangering the health and safety of students shall not be distributed.
 - b. Material may not be forbidden if the portions or specific language objected to may also be found in material that is made available to students through school facilities, i.e., the school library or readings assigned by teachers.
 - c. Libelous material is prohibited for distribution. Libelous material includes defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard for truth.
 - d. Publications that criticize Board members or school officials or advocate violation of school rules are prohibited if they fall within the disruption standard described at item 1 above. Advocacy directed toward inciting or producing imminent lawless or disruptive action and that is likely to incite or produce such action shall be restricted.
 - e. Hate literature that attacks ethnic, religious, or racial groups, and similar irresponsible publications aimed at creating hostility and violence, are prohibited if they fall within the disruption standard described at item 1 above.
 - f. Materials that promote the illegal use of drugs, alcohol or any other controlled substance.

Prior Review Of Non-School Materials

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

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

STUDENT SPEAKERS

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

INSTRUCTIONAL MATERIALS AND TECHNOLOGICAL EQUIPMENT

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

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

CELL PHONES AND OTHER ELECTRONIC DEVICES

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

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

- *1st Offense* – Documented verbal warning and reminder given to student that electronic devices may be confiscated and fines assessed for the return of the device in accordance with the Telecommunications / Electronic Devices Procedures.
- *2nd Offense* – Electronic device confiscated and returned to parent/legal guardian at end of the school day. Parent/guardian signature and date required for receipt of device and parents will receive an additional copy of the Telecommunications/Electronic Devices Procedures.
- *3rd Offense* – Device confiscated and \$10 fine assessed for return of the item. Parents/legal guardians may pick up the device at the end of the day after the fine has been collected.
- *4th and Subsequent Offenses* – Device confiscated and \$15 fine assessed for return of the item. Parents/legal guardians may pick up the device at the end of the day after the fine has been collected.

Additional Considerations

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

Disposal of Electronic Devices

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

STUDENT VEHICLES ON CAMPUS

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

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

SEARCHES

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

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

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

RANDOM DRUG SEARCHES

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

QUESTIONING OF STUDENTS BY STAFF

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

POLICE QUESTIONING OR TAKING STUDENTS INTO CUSTODY

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

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school;
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises reasonable valid objections;
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- State law requires the district to permit a student to be taken into legal custody under the following circumstances:
- To comply with an order of the juvenile court or with the laws of arrest;
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision;
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation;
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away;
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court;
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety; and/or, to comply with a properly issued directive to take a student into custody; or
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Student Released from Custody

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

SAISD POLICE DEPARTMENT

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

SAISD encourages parents and students to call the SAISD Police (210) 354-9000 to report any suspicious activity concerning students or SAISD property, especially regarding gangs, drugs, weapons, or threats. The call may be anonymous.

TRANSPORTATION

The district makes school bus transportation available to all students living two or more miles from school and any students who are experiencing homelessness. In addition, transportation is provided for magnet programs, multilingual programs, bilingual programs and individual services for students with disabilities. Registration for bus service is not required and this service is provided at no cost to students.

Bus routes and stops will be designated annually. Additional bus stops may be identified by the campus based on need. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

For information on bus routes and stops please contact your students campus or search your address on the Bus Stop Locator tool on the district website under the [Transportation page](#).

Parents can also contact the Transportation Department by phone at 210-354-9320 or by email at transdepartment@saisd.net.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. The school bus is considered an extension of the classroom in terms of student behavior. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

BULLYING

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool. Refer to Administrative Procedure F26 Use of Communication Technologies by Students in the Unacceptable and Inappropriate Use section.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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

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

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

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

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

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

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

CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

Warning Signs of Sexual Abuse

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

Warning Signs of Sex Trafficking

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online. Possible warning signs of sexual trafficking in children include:

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

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

Anyone who suspects that a child has been or may be abused, sex trafficked, 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). A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, 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.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. For further information, see the district's abuse prevention instruction website at [Student and Academics Support Services - SAISD](#) or call 210.554.2580. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).] Reports of abuse, trafficking, or neglect may be made to: The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)

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

DATING VIOLENCE, DISCRIMINATION, SEXUAL HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, gender identity, gender expression, sexual orientation, national origin, disability, or any other basis prohibited by law. You may also visit the SAISD Non Discrimination Statement [website](#). Any parent who believes that their student has been subject to dating violence, discrimination, harassment and/or retaliation may contact the SAISD Student and Academic Support Services department . See policy FFH for more information.

Dating Violence

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

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. The counselor's office has information about the dangers of dating violence and resources for seeking help.

In the event curriculum regarding the following topics are deployed, a Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking will be required. Any type of this curriculum must be approved by the district's School Health Advisory Council.

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Retaliation

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

Reporting Procedures

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

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

Investigation of Report

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

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

HAZING

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

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

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

VOTER REGISTRATION

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

VII: DRESS CODE AND GROOMING

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. No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, body size/type or body maturity. The District's dress code is established to maintain a positive learning climate, prevent disruption, and avoid safety hazards.

Grooming Guidelines:

Grooming guidelines shall not impose restrictions based on hair texture, type, or styles commonly or historically associated with a particular race, ethnicity, religion, or national origin, such as braids, dreadlocks, twists, tight coils or curls, cornrows, Bantu knots, or Afros.

The District prohibits pictures, emblems, or writings on clothing that:

1. Are lewd, offensive, vulgar, obscene
2. Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under board policy FNCF (LEGAL)
3. Depict gang-related attire.

To ensure effective and equitable enforcement, campus staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, body size/type, body maturity, national origin, disability, age, immigration status, or any other basis prohibited by law.

Students shall be dressed and groomed in a manner that is clean and neat, and free from any health or safety hazard to themselves or others. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the campus. These rules apply to all District campuses and facilities and to any locations off campus where District students are

receiving classroom instruction (e.g., official class field trips, internships, remote learning or other programs hosted outside the District).

Students involved in remote learning/learning from home must follow the dress code.

The following shall apply to all schools:

1. Appropriate footwear must be worn; footwear that has toes reinforced with steel, hard plastics, or similar materials is specifically prohibited, in addition to thongs, beach sandals, or other open-toed shoes that do not have straps to secure them.
2. Artificial hair styles that obstruct the ability of other students to see the teacher and/or hair designs that have profanity or are otherwise vulgar are not permitted.
3. Qualified legitimate religious headwear is permitted.

Dress Code:

The student and parent may determine the student's personal dress and grooming standards, provided that they comply with Principles 1, 2, 3 and 4 as outlined below.

Principle 1: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that the chest and abdomen, genitals, and buttocks are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this first principle.

Principle 2: Students Must Wear (while following Principle 1 above):

Early Childhood, Elementary, and Academy Campuses: a shirt, with fabric that touches the waistband in the front and back, on the sides under the arms, and that covers the shoulders with material at least 2 inches wide; pants/jeans or the equivalent (skirt, sweatpants, leggings, a dress, shorts) no shorter than finger-tip length and free of rips that expose skin or undergarments above the finger-tip line; and shoes.

Middle and High School Campuses: a shirt, with fabric that touches the waistband in the front, back, and on the sides under the arms; pants/jeans or the equivalent (skirt, sweat-pants, leggings, a dress, shorts) free of rips that expose skin or undergarments, buttocks, or genitals; and shoes.

Principle 3: Students may wear, as long as these items do not violate Principle 1 or 2 above:

- Hats must allow the face, ears to be visible to staff and not interfere with the line of sight,
- Sweatshirts with hoods. Wearing hood over the head is allowed but face, ears must be visible to school staff,
- Fitted pants, opaque leggings, yoga style pants and "skinny jeans,"
- Athletic attire.

Principle 4: Students cannot wear:

Images or language depicting drugs or alcohol (or any illegal item or activity) or any other substance prohibited under FNCF(LEGAL):

- Hate speech,
- Profanity,
- Pornography,
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups,
- Violent language or images,
- Any clothing that reveals visible undergarments (waistbands and straps excluded),
- Swimsuits (except as required in class, field trips or athletic practice),
- Accessories that could be considered dangerous or could be used as a weapon, and/or
- Any item that obscures the face or ears (except as a religious observance).

Specialty Campuses:

As part of the approved program, specialty campuses shall be authorized to require students to follow an approved uniform policy. A parent or guardian may request that their child be exempted from the uniform requirement by submitting a written statement on the philosophical or religious objections to the uniform requirement. The campus shall provide a form for this purpose.

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, as specified in the Student Code of Conduct.

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, smartphones, other digital devices, expensive jackets or clothing, etc. SAISD is **not** responsible for personal items that are lost, damaged, or stolen.

APPENDIX

FREEDOM FROM BULLYING POLICY

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

FFI (LOCAL)

Definitions

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
 - e. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

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

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832



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