

***Manual para estudiantes / padres***  
**2021-2022**

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## Prefacio Padres y estudiantes: ¡

Bienvenidos al nuevo año escolar!

La educación es un esfuerzo de equipo y los estudiantes, padres, maestros y otros miembros del personal trabajando juntos pueden hacer de este un año exitoso.

El Manual del estudiante de Silsbee ISD es una guía de referencia general que se divide en dos secciones:

**Sección uno: Derechos de los padres** describe ciertos derechos de los padres como se especifica en la ley estatal o federal.

**Sección dos: Otra información importante para padres y estudiantes** está organizada alfabéticamente por tema. Cuando corresponda, los temas se organizan además por nivel de grado.

**Nota:** A menos que se indique lo contrario, el término "padre" se refiere al padre, tutor legal, cualquier persona a la que se le haya otorgado algún otro tipo de control legal de un estudiante o cualquier otra persona que haya aceptado asumir la responsabilidad relacionada con la escuela de un estudiante.

El Manual del estudiante está diseñado para alinearse con la ley, la política adoptada por la junta y el Código de conducta del estudiante, un documento adoptado por la junta destinado a promover la seguridad escolar y una atmósfera de aprendizaje. El Manual del estudiante no pretende ser una declaración completa de todas las políticas, procedimientos o reglas en una circunstancia determinada.

En caso de conflictos entre la política de la junta (incluido el Código de conducta estudiantil) y cualquier disposición del Manual del alumno, el distrito seguirá la política de la junta y el Código de conducta estudiantil.

Por lo tanto, los padres y los estudiantes deben familiarizarse con el Código de Conducta del Estudiante de Silsbee ISD. Para revisar el Código de Conducta, visite el sitio web del distrito en [www.silsbeeisd.org](http://www.silsbeeisd.org). La ley estatal requiere que el Código de Conducta se exhiba en un lugar destacado o esté disponible para su revisión en cada campus.

El Manual del estudiante se actualiza anualmente; sin embargo, es posible que se adopten y revisen las políticas durante todo el año. El distrito anima a los padres a

mantenerse informados de los cambios de política propuestos asistiendo a las reuniones de la junta y revisando el boletín y otras comunicaciones que explican los cambios en la política u otras reglas que afectan las disposiciones del Manual del estudiante. El distrito se reserva el derecho de modificar el Manual del estudiante en cualquier momento. Se proporcionará un aviso de las revisiones según sea razonablemente práctico.

Aunque el Manual del estudiante puede hacer referencia a los derechos establecidos por la ley o la política del distrito, no crea derechos adicionales para los padres y los estudiantes. No representa, ni tiene la intención de representar un contrato entre ningún padre o estudiante y el distrito.

Una copia impresa del Código de Conducta del Estudiante o del Manual del Estudiante está disponible a pedido.

**Nota:** Se incluyen referencias a los códigos de política de la junta para facilitar su consulta. La copia impresa del manual de políticas oficial del distrito está disponible para su revisión en la oficina de administración del distrito, y una copia electrónica no oficial está disponible en [www.silsbeeisd.org](http://www.silsbeeisd.org).

El manual de políticas incluye:

## 5 | Página

- Políticas legalmente referenciadas (LEGAL) que contienen disposiciones de leyes y reglamentos federales y estatales, jurisprudencia y otras autoridades legales que proporcionan el marco legal para los distritos escolares.
- Políticas adoptadas por la junta (LOCAL) que articulan las opciones y los valores de la junta con respecto a las prácticas del distrito.

Si tiene preguntas sobre el material de este manual, comuníquese con los directores de las escuelas respectivas.

Complete y devuelva al campus del estudiante los siguientes formularios (proporcionados en el paquete de formularios distribuido al comienzo del año o al inscribirse):

- Formulario de reconocimiento O Reconocimiento de distribución electrónica del manual del estudiante,
- Aviso sobre la información del directorio y la respuesta de los padres sobre la divulgación de la información del estudiante,
- La objeción de los padres a la divulgación de la información del estudiante a reclutadores militares e instituciones de educación superior (si elige restringir la divulgación de información a estas entidades), y
- Formulario de consentimiento / exclusión voluntaria para la participación en encuestas.

[Consulte **Objetar la divulgación de información del directorio** en la página 16 y el **consentimiento requerido antes de la participación del estudiante en una encuesta, análisis o evaluación financiada con fondos federales** en la página 17 para obtener más información].

## Accesibilidad

Si tiene dificultades para acceder a este manual debido a una discapacidad, por favor comuníquese con el departamento de comunicaciones al 409-980-7800.

## Aviso sobre la privacidad de la información del

### **directorioEstudiantes y información general sobre sus del estudiante**

derechos educativos de la familia Política de privacidad (FERPA) de 1974 es una ley federal que regula la privacidad de los registros educativos. Otorga derechos específicos a estudiantes y padres, estableciendo restricciones sobre cómo las escuelas pueden manejar los registros educativos. FERPA requiere que las escuelas obtengan un permiso por escrito de los padres antes de divulgar los registros educativos dentro de los 10 días escolares posteriores al primer día de instrucción de su hijo para este año escolar. En determinadas circunstancias bien definidas, es posible que se divulgue cierta información sin permiso por escrito.

Cierta información sobre los estudiantes del distrito se considera información de directorio y se divulgará a cualquier persona que siga los procedimientos para solicitar la información, a menos que el padre o tutor se oponga a la divulgación de la información de directorio sobre el estudiante. Si no desea que el Distrito Escolar Independiente de Silsbee divulgue información del directorio de los registros educativos de su hijo sin su consentimiento previo por escrito, debe notificar al distrito por escrito dentro de los 10 días escolares posteriores al primer día de instrucción de su hijo para este año escolar. Según lo designado por la política de la Junta de Silsbee ISD, la siguiente información se considera información de directorio: nombre del estudiante; Dirección; lista de teléfonos; dirección de correo electrónico; fotografía; Fecha y lugar de nacimiento; área principal de estudio; títulos, honores y premios recibidos; Fechas de asistencia; nivel de grado; la institución educativa más reciente a la que asistió; participación en actividades y deportes oficialmente reconocidos; peso y altura, si es



miembro de un equipo atlético; Estado de inscripción; números de identificación del estudiante o identificadores que no se pueden usar solos para obtener acceso a los registros educativos electrónicos.

### **Publicidad multimedia estudiantil**

El Distrito utiliza este tipo de información sobre los estudiantes en publicaciones tales como, entre otros, directorios telefónicos escolares, anuarios, carteles, programas de graduación, hojas y programas de actividades deportivas, publicaciones de Silsbee ISD, el sitio web de Silsbee ISD, redes sociales sitios web y comunicados de prensa para los medios. El Distrito se enorgullece de presentar a los estudiantes y sus logros y utiliza una variedad de recursos para publicitar los eventos del distrito y las noticias escolares. Silsbee ISD puede publicar el nombre, la fotografía, el peso y la altura de un niño de los miembros de los equipos deportivos y el trabajo de los estudiantes, así como permitir que los medios de comunicación entrevisten y graben a un estudiante. Tenga en cuenta que los medios pueden incluir periódicos, boletines, estaciones de televisión, estaciones de radio y sitios web.

Un padre o tutor tiene el derecho de instruir al Distrito para que no designe parte o toda la información descrita anteriormente como información de directorio sobre el estudiante utilizando el siguiente formulario de Permiso de Multimedia para notificar al Distrito dentro de los 10 días posteriores al primer día de instrucción de su hijo para este año escolar. El Distrito reconoce que es posible que los padres no deseen que se divulgue cierta información del directorio, pero tal vez quieran que se haga disponible otra información. Por lo tanto, el Distrito ha dividido la información del directorio en categorías separadas.

### **Reclutadores militares o instituciones de educación superior**

La ley federal requiere que los distritos que reciben asistencia en virtud de la Ley de Educación Primaria y Secundaria de 1965 proporcionen a un reclutador militar o una institución de educación superior, previa solicitud, el nombre, la dirección y el número de teléfono de un estudiante de secundaria. a menos que

7 | Si

el padre o el estudiante elegible ha solicitado que la información no se divulgue sin su consentimiento previo por escrito.



## información del directorio

Firme uno o más elementos a continuación y devuélvalo dentro de los 10 días posteriores al primer día de instrucción del niño.

Solo complete y devuelva este formulario si desea que la información de su estudiante se mantenga privada.

### Formulario de permiso de multimedia Firme

solo con tinta y marque todas las opciones a continuación. Al marcar las opciones a continuación, su hijo NO se incluirá en fotografías, videos o su nombre / trabajo no se incluirá en ninguna publicación / medio.

Nombre \_\_\_\_\_ completo \_\_\_\_\_ del \_\_\_\_\_ estudiante:

\_\_\_\_\_ Grado: \_\_\_\_\_

\_\_\_\_\_ Maestro (Pre-K - 5): \_\_\_\_\_

\_\_\_\_\_ Padre / \_\_\_\_\_ tutor:

\_\_\_\_\_ Fecha: \_\_\_\_\_

\_\_\_\_\_ No, no quiero que la fotografía de mi hijo se use para la escuela o los medios de comunicación locales \_\_\_\_\_ No, quiero No quiero que mi hijo sea grabado en video para propósitos escolares o de medios locales. \_\_\_\_\_ No, no quiero que el nombre o el trabajo escolar de mi hijo se publique en una variedad de medios.

### Reclutamiento militar / Institución de educación superior

No quiero que el nombre, la dirección, la dirección de correo electrónico y el número de teléfono de mi estudiante de secundaria se divulgue a un reclutador militar o institución de educación superior.

Nombre \_\_\_\_\_ del \_\_\_\_\_ estudiante:

\_\_\_\_\_ Grado: \_\_\_\_\_

\_\_\_\_\_ Padre / \_\_\_\_\_ tutor:

\_\_\_\_\_ Fecha: \_\_\_\_\_

## Formulario de reconocimiento A

mi hijo y a mí se nos ha ofrecido la opción de recibir una copia impresa o de acceder electrónicamente en [www.silsbeeisd.org](http://www.silsbeeisd.org) al Manual del estudiante del campus y al Código de conducta del estudiante para el año escolar 2021-22.

He elegido:

- Recibir una copia impresa del Manual del estudiante del campus y el Código de conducta del estudiante.
- Acepte la responsabilidad de acceder al Manual del estudiante y al Código de conducta del estudiante visitando la dirección web indicada anteriormente.

Entiendo que el manual contiene información que mi hijo y yo podemos necesitar durante el año escolar y que todos los estudiantes serán responsables de su comportamiento y estarán sujetos a las consecuencias disciplinarias descritas en el Código de Conducta Estudiantil. Si tengo alguna pregunta sobre el Manual del estudiante del campus o el Código, debo dirigir esas preguntas al director del campus al (409) 980-7800.

Nombre en letra de imprenta del estudiante:

\_\_\_\_\_

Campus:

\_\_\_\_\_

\_\_\_\_\_ Firma del estudiante:

\_\_\_\_\_

\_\_ Fecha: \_\_\_\_\_

Nombre en letra de imprenta del padre:

---

\_\_\_\_ Firma del padre:

---

\_\_\_\_ Fecha: \_\_\_\_\_

## Vacaciones y Los Días de Desarrollo (no hay

**clases)** ..... 2-10 de agosto ..... Desarrollo

del personal 6 de septiembre ..... Feriado Día del Trabajo

del 11 de octubre ..... Desarrollo

del personal 22-26 de noviembre ..... Vacaciones de Acción de Gracias

22 - 31 de diciembre ..... Vacaciones de invierno

3-4 de enero ..... Desarrollo del personal

17 de enero ..... Martin Luther King, Día festivo Jr.

18-22 de febrero ..... Fin de semana del Día del Presidente

14-18 de marzo ..... Vacaciones de primavera

21 de marzo ..... Desarrollo del personal

15-19 de abril ..... Viernes Santo / Semana Santa

26-27 de mayo ..... Desarrollo del personal

30 de mayo ..... Díasferiado del Memorial Day

de recuperación del (si es necesario): 22 de febrero y abril 19

**Periodos de calificaciones**

Primer semestre Segundo semestre

11 de agosto - 17 de diciembre 5 de enero - 25 de mayo

**Día de instrucción escolar:** 7:45 am - 3:30 pm

**Administración de**

**Silsbee ISD Oficina central de Silsbee**

ISD..... 409-980-7800 415

Highway 327 West, Silsbee, TX 77656

Dr. Gregg Weiss, Superintendente

Sherrie Thornhill, Asistente del Superintendente de Recursos Humanos y

Currículo Jeffrey Burnthorn, Director Ejecutivo de EducaciónServicios para

Estudiantes y Secundaria

**Especial de.....**

409-980-7800 Dra. Vicki Brantley, Directora de

**Servicios de Salud.....**

409-980-7800 Michelle Hardy, Directora de

**Nutrición Infantil** .....

409-980-7800 Michelle Johnson, Directora

**del Departamento de Transporte**.....

409-980-7860 1275 Highway 327 West, Silsbee TX 77656

Mike Tomas, Director

**del Departamento Atlético** .....

..... 409-980-7800 1575 Highway 96

North, Silsbee, TX 77656

Randy Smith , Director Atlético

## **Mesa Directiva de Silsbee ISD**

**Janis Holt, presidente**

**Tom Hardy, vicepresidente**

**Derrell Ferguson, secretaria**

**Dana Hancock**

**Kenneth Rulon**

**Cynthia Smith**

**Sherrie Taylor**

## **Escuelas de Silsbee ISD Primaria**

**Laura Reeves** ..... 409-980-7850

695 Woodrow St. Silsbee, TX 77656

Tiffany Horton, Directora

**Silsbee Elementary**..... 409-980- 7861770

South 7th St. Silsbee, TX 77656

Dr. Gerald Chandler, Director

**Edwards Johnson Memorial**

**Escuela secundariaSilsbee** ..... 409-980-7870

1140 Highway 327 East, Silsbee TX 77656

Amanda Jenkins, Directora

**Silsbee High School** .. ..... 409-980-7881  
1575 Highway 96 North, Silsbee, TX 77656  
Scott Schwartz, Director

## Metas y visión de

### metas de

Silsbee ISD Silsbee ISD desarrollará un sistema integral de puntos de referencia que impulsará la mejora continua en el rendimiento estudiantil y eficiencia operativa.

Silsbee ISD mejorará las ofertas y las instalaciones para que todos los estudiantes tengan acceso a cursos que los preparen progresivamente para el éxito en sus actividades postsecundarias elegidas.

Usando los recursos de la junta, los estudiantes y los líderes de la comunidad, Silsbee ISD desarrollará, comunicará y ejecutará un plan iniciado por la junta y el superintendente para promover el apoyo de los padres y la comunidad a los esfuerzos educativos del distrito.

### Visión

Los estudiantes de Silsbee ISD están equipados con los valores para imaginar un mundo mejor, las habilidades para crearlo y la confianza para tomar la iniciativa.

## Sección uno: Derechos de los padres

Esta sección describe ciertos derechos de los padres como se especifica en la ley estatal o federal. **Consentimiento, exclusión voluntaria y**

### derechos de rechazo

Consentimiento para realizar una evaluación psicológica



A menos que lo exija la ley estatal o federal, un empleado del distrito no realizará un examen, prueba o tratamiento psicológico sin obtener el consentimiento previo por escrito de los padres.

**Nota:** Una evaluación puede ser legalmente requerida bajo las reglas de educación especial o por la Agencia de Educación de Texas para investigaciones e informes de abuso infantil.

## Consentimiento para proporcionar un

servicio de atención de salud mental El distrito no proporcionará un servicio de atención de salud mental a un estudiante ni realizará un examen médico de un estudiante como parte de los procedimientos de intervención del distrito, excepto según lo permita la ley.

El distrito ha establecido procedimientos para recomendar a los padres una intervención para un estudiante con señales de advertencia temprana de problemas de salud mental, abuso de sustancias o riesgo de suicidio. El enlace de salud mental del distrito notificará a los padres del estudiante dentro de un período de tiempo razonable después de que el enlace se entere de que un estudiante ha mostrado señales de advertencia temprana y proporcionará información sobre las opciones de asesoramiento disponibles.

El distrito también ha establecido procedimientos para que el personal notifique al enlace de salud mental con respecto a un estudiante que pueda necesitar intervención.

El enlace de salud mental puede ser contactado a través del departamento de consejería de cada campus, y puede proporcionar más información sobre estos procedimientos, así como materiales educativos sobre la identificación de factores de riesgo, acceso a recursos para tratamiento o apoyo dentro y fuera del campus, y acceso a estudiantes disponibles. acomodaciones provistas en el campus.

Para obtener más información, consulte **Apoyo de salud mental** en la página 94.

## Consentimiento para mostrar los trabajos originales y la información personal del

estudiante Los maestros pueden mostrar el trabajo de un estudiante en las aulas o en cualquier otro lugar del campus como reconocimiento del logro del estudiante sin solicitar el consentimiento previo de los padres. Estas pantallas pueden incluir información del estudiante identificable personalmente. El trabajo del estudiante incluye:

- Obras de arte,
- Proyectos especiales,
- Fotografías,
- Videos originales o grabaciones de voz, y
- Otros trabajos originales.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or

classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

## Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

## Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity, •  
Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

## Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet or submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

### Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.

- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will

not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

## Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

## Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student's education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first

day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

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.

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; Fechas de asistencia; nivel de grado; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

**Note:** Review **Authorized Inspection and Use of Student Records** on page 22.

### Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

### Participation in Third-Party Surveys

#### *Consent Required Before Student Participation in a Federally Funded Survey*

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights

regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the US Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
  - Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

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A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

### *“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information*

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#),

including a [PPRA Complaint Form](#).

## Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

### Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

#### *Secondary Level*

The first time students will be instructed in Human Sexuality is in the 5th grade. Topics include:

- Female and male anatomy
- Changes that occur during puberty
- harmful effects of viruses on the body including HIV

While these topics are covered in the 6th grade, additional instruction includes the following:

- Reproduction
- HIV transmission
- Benefits of abstinence

7th/8th grade level covers all the above topics in more detail in addition to the following:

- Sexually transmitted diseases
- Prenatal care
- Legal implications of sexual activity with a minor

The next level in which new material will be introduced is at the 9th/10th grade. Topics include:

- The role of genetics in fetal development
- Analyze the effectiveness of barrier protection and other contraceptive methods including the prevention of Sexually Transmitted Diseases, keeping in mind the effectiveness of remaining abstinent until marriage.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

## Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the US Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the US government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

## Reciting the Pledges to the US and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the US flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 106 and policy EC(LEGAL) for more information.]

## Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

## Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

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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, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC.]

## Right of Access to Student Records, Curriculum Materials, and District Records/Policies

### Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

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.

## Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

## Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

## Student Records

### *Accessing Student Records*

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

## *Authorized Inspection and Use of Student Records*

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 16, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and file a complaint with the US Department of Education concerning failures by the school to comply with FERPA requirements.

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the

- student:
- Reaches the age of 18,
  - Is emancipated by a court, or
  - Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records 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.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a “legitimate educational interest” in a student's

records.

- Legitimate educational interest may include:
  - 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;
  - Reviewing an educational record to fulfill the official's professional responsibility; or
  - Investigating or evaluating programs.
- School officials may include:
  - Board members and employees, such as the superintendent, administrators, and principals;
  - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
  - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant,

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third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);

- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the US Comptroller General's office, the US Attorney General's office, the US Secretary of Education, the Texas Education Agency, the US Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received. ▪

To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school to develop, validate, or

administer predictive tests; administer student aid programs; or improve instruction.

- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 16.]

Release of personally identifiable information 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.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students or students who have withdrawn or graduated at:

Silsbee ISD Central Office  
415 Highway 327 West, Silsbee, TX 77656  
409-980-7800

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 109, **Complaints and Concerns** on page 51, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at [www.silsbeeisd.org](http://www.silsbeeisd.org).

**Note:** The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

## Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

## A Student with Exceptionalities or Special Circumstances

### Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

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 [Military Family Resources at the Texas Education Agency](#).

## Parental Role in Certain Classroom and School

### Assignments *Multiple-Birth Siblings*

State law permits a parent of multiple-birth siblings (eg, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

### *Safety Transfers/Assignments*

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the superintendent for more information.

[See **Bullying** on page 42, and policies FDB and FFI for more information.]

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The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to another district campus if the child has been the victim of 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 the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

## Student 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 written request 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.

## A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

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.

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.

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.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under 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 applications for admission or 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;

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- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 56, **Course Credit** on page 55, and **A Student in Foster Care** on page 120.]

## A Student Who Is Homeless

A student that is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;

- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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.

[See **Credit by Examination for Advancement/Acceleration** on page 56, **Course Credit** on page 55, and **Students who are Homeless** on page 121.]

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

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the



student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

### *Special Education Referrals*

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

**Note:** A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

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

### *Contact Person for Special Education Referrals*

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Dr. Vicki Brantley

Special Education Director

415 Highway 327 West, Silsbee, Texas 77656

[vicki.brantley@silsbeeisd.org](mailto:vicki.brantley@silsbeeisd.org)

409-980-7800

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Dr. Vicki Brantley

Special Education Director

415 Highway 327 West, Silsbee, Texas 77656

[vicki.brantley@silsbeeisd.org](mailto:vicki.brantley@silsbeeisd.org)

409-980-7800

### *Section 504 Referrals*

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

### *Contact Person for Section 504 Referrals*

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Dr. Vicki Brantley

Special Education Director

415 Highway 327 West, Silsbee, Texas 77656

[vicki.brantley@silsbeeisd.org](mailto:vicki.brantley@silsbeeisd.org)

409-980-7800

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 31.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)

- [Special Education Information Center](#)
- [Texas Project First](#)

### *Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education*

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

### *A Student Who Receives Special Education Services with Other School Aged Children in the Home*

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

### *A Student Who Speaks a Primary Language Other than English*

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page 118 and **Special Programs** on page 118.]

### *A Student with Physical or Mental Impairments Protected under Section 504*

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with

disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 29 and policy FB for more information.]

## **Section Two: Other Important Information for Parents and Students**

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact a campus administrator.

## Absences / Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

### Compulsory Attendance

#### *Prekindergarten and Kindergarten*

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

#### *Between Ages 6 and 18*

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program 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/or applicable subject area.

#### *Age 19 and Older*

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

### Compulsory Attendance—Exemptions

State law allows exemptions to the compulsory attendance requirements for the following

activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining US citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship 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.

A student will receive an excused absence and be considered in attendance for student attendance accounting purposes under the following conditions:

- The student is temporarily absent due to a documented appointment with a health care professional or a request to appear in court if that student commences classes or returns to school on the same day of the appointment. The appointment must be supported by a document such as a note from the health care professional or court.
- The student is participating in an activity, which is approved by the local school board and is under the directions of a professional staff member of the school district or an adjunct staff member. The adjunct staff member must have a minimum of a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas.

Two parent notes per semester will be allowed to excuse a student's absence, pending the principal's decision that the absence was for a valid reason.

All absences, whether excused or unexcused, will require a parent note upon the student's return to school. The note should include the date, the date of the absence, the reason for the absence, and a parent signature. Parent's notes regarding absences should always be turned into the attendance clerk no later than five school days following the absence.

Parent notes will allow students permission to make-up work as a result of an absence. However, absences documented with parent notes will still count against the state mandated 90% attendance rule. These notes will be considered by an Attendance Review Committee if a student has excessive absences, is in danger of not receiving credit, and/or is in danger of being filed on for failure to attend school.

Students who will miss school for an organization that does not fall under the school district or UIL guidelines must meet the following criteria in order to receive an excused absence:

- Must meet No Pass, No Play Guidelines
- Must have an acceptable disciplinary record

- Must take care of all make-up work

- Must receive Principal's approval

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page **Error! Bookmark not defined.** for more information.]

### *Secondary Grade Levels*

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this;

- Has been authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the US armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.

## **Compulsory Attendance–Failure to Comply**

### *All Grade Levels*

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

### *Students with Disabilities*

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 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.

### *Between Ages 6 and 18*

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:

Dr. Gregg Weiss

Superintendent

415 Highway 327 West, Silsbee, TX 77656

409-980-7800

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

### *Age 19 and Older*

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter 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 (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there



are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Exemptions to Compulsory Attendance** on page 34 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- 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 discuss ways to earn or regain credit or a final grade

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

### Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:00 am

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

Your cooperation in assuring your child's prompt arrival at school plays a very significant role in his/her success and also eliminates unnecessary work on the part of the teacher and office staff.

School day begins at 7:45 am each morning. It is imperative that your child arrives at school prior to 7:45 am so that instruction can begin promptly without interruption.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

### Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a

phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

**Note:** The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

- The campus will document in its attendance records whether the absence is excused or unexcused. Acceptable parent notes for a student absence(s) must include the date that the note is written, the date(s) of the absence, the reason for the absence(s) and parent or guardian signature.
- All doctor and parent notes must be turned in to the front office no later than five school days following an absence.
- A student whose absence is excused shall be allowed a reasonable time to make up school work missed because of the absence.
- A parent note does NOT excuse a student absence. However, the note will allow the student to make up any work missed as a result of the absence. Also, be aware that if your child has excessive absences he/she will stand the risk of losing academic credit in the class/classes that he/she has received the unexcused absences.
- Students who are absent from school the entire day of a scheduled UIL contest or extracurricular event must have an excused absence to participate.

At all campuses, students who arrive late, leave school early, or leave during the day and return, must have a doctor's excuse to be considered for the perfect attendance or recognized attendance for the day.

Perfect Attendance will be rewarded to students who meet the state guidelines for attendance each day. Students who arrive late to school or leave school during the day and then return must have a doctor's excuse. If the school nurse sends a student home due to illness, it is considered an excused absence; however, the student does NOT receive perfect attendance.

### ***PRIMARY/ELEMENTARY***

- Two parent notes per semester will be allowed to excuse a student's absence, pending the principal's decision that the absence was for a valid reason.
- All absences, whether excused or unexcused, will require a parent note upon the student's return to school. The note should include the date, the date of the absence, the reason for the absence, and a parent signature.
- Parent notes will allow students permission to make-up work as a result of an absence.

### **Doctor's Note after an Absence for Illness (All Grade Levels)**

Within five days of returning to school, a student absent for more than three 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 absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or

condition that caused the absence to determine whether an absence will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

## Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

## Drop-Off/Pick-up (Elementary)

For safety reasons due to limited space and congestion, Silsbee Elementary students are not allowed to be dropped off at Laura Reeves Primary in the morning. Parent drop off at Laura Reeves Primary is for primary students only.

After school, students are allowed to be walked to Laura Reeves car pick up if they have a younger sibling on the Laura Reeves Primary campus. However, students must follow the safety rules while on the campus or this privilege will be lost.

## Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

At Silsbee High School, instructional time is viewed as a precious resource. Consequently, we view chronic tardiness as a serious problem. We will work toward having students in class and on time. Our school's sequence of consequences for tardiness is listed below. Note that for each tardy, the parent will receive a notice similar to the letter below. If the problem continues, additional consequences will be imposed. For a student to avoid being counted tardy, he/she must be in his/her assigned seat actively engaged in the assigned activity. Students may also be counted tardy for having to correct a dress code/ID issue during the school day.

Sample Letter  
Parental Notification:

Your Student Was Tardy to/Out of Class

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class Period: \_\_\_\_\_  
Time: \_\_\_\_\_

Please explain to your parents/guardian the reason you were late to class.

Identify what you can do to prevent being tardy in the future.

\_\_\_\_\_ Student Signature

## Lunch Detention

Tardies will be handled through lunch detentions. Minor offenses will also be handled through assigned lunch detentions.

## Accountability under State and Federal Law (All Grade Levels)

Silsbee ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;

A School Report Card (SRC) for each campus in the district, compiled by TEA;

The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and

Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at [www.silsbeeisd.org](http://www.silsbeeisd.org). Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

## Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the counselor for information about this opportunity.

## Awards and Honors

### Elementary

Silsbee Elementary Schools strive to recognize positive behavior, achievement, and perfect attendance at the end of each nine-weeks and semester. Honor roll students' names are published in the local paper. Other special recognition such as snacks, trips, privileges, etc. may be given on a nine-weeks basis. At the end of the year, we recognize many students at the Awards Programs for Principal's Honor Roll & A/B Honor Roll and Perfect Attendance. There are also special awards given such as Merit Awards, President's Award, and Award of Excellence. Conduct plays a very important role in the success of our students. Therefore, conduct is a consideration with each award given.

## *A -and- B Honor Roll*

A -and- B Honor Roll is for those students who attain A's and B's (80-100) in all subjects. *Perfect Attendance Award*

Perfect Attendance is based on official 9:00 am attendance.

## *Principal Honor Roll*

Students are eligible to be a member of the Principal's Honor Roll if they attain a grade of A (90-100) in all subjects.

## *Top Tiger Award (3rd-5th Grade Students)*

Top Tigers are chosen each semester and the students will have a day of fun activities. Students must meet all of the following guidelines to be a Top Tiger:

- No U's in conduct (for each nine weeks grading period for the semester)
- No more than one N in conduct (for each nine weeks grading period for the semester)
- No more than six days of lunch detention (per semester)
- Students must have perfect attendance for the semester or must be on A/AB honor roll for each nine weeks grading period for the semester
- Students must not have been assigned to ISS (per semester)

No zeros in any class (per semester)

## Middle School

In order to make the honor roll, a student must meet the following criteria:

- All A's – Honor Roll
- Any combination of A's and B's – A/B Honor Roll

## High School

In order to make the honor roll, a student must meet the following criteria:

- All A's: Honor Roll
- Any combination of A's and B's: AB Honor Roll

Honor graduates shall be those students who take the prescribed courses and maintain a Grade Point Average of 3.8 for their four-year program.

High Honor graduates shall be those students who take the prescribed courses and maintain a Grade Point Average of 4.1 for their four-year program.

The student with the highest scholastic grade point average will be named Valedictorian, and the student with the second highest grade point average will be named Salutatorian. In the case of a tie of either of the two honors, the students will be named Co-Valedictorian and

Co-Salutatorian. The Co-Valedictorian's and the Co-Salutatorian's numerical grades will then be averaged to determine who receives the appropriate awards. In the case that both the Valedictorian and Salutatorian are of the same sex, the highest-ranking student of the opposite sex will be recognized at graduation as the highest-ranking boy/girl. To be considered for either of the top honors, a student must have been in attendance in Silsbee High School for two consecutive years prior to graduation.

As part of its commitment to academic excellence, the Silsbee ISD endorses the aims and goals of the National Honor Society and pledges to encourage its students who are

scholastically eligible to apply for membership in that organization. In addition to other criteria, students must maintain a 3.8 for eligibility.

## Bullying (All Grade Levels)

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 in 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
- Any other internet-based communication tool.
- 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
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by contacting an administrator.

The administration will investigate any allegations of bullying and 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 an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. 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 the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 26.]

A copy of the district's bullying 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 as an appendix.

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

[See **Safety Transfers/Assignments** on page 26, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57, **Hazing** on page 89, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.

## Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: • Family Consumer Science • Health Science

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- Heating, Ventilation, Air Conditioning
- Automotive Mechanics • Robotics
- Audio Visual
- Business
- Welding
- Ag
- Criminal Justice • Graphic Design • Process Tech
- Video Game Design

Please see course catalog for a full list of CTE programs of study.

Eligibility requirements and course descriptions can be found in the Silsbee High School course description booklet found in the school counselor's office.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap 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; and Section 504 of the Rehabilitation Act of 1973 as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 103 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

## Safety Requirements for Vocational Classes

Students who participate in any vocational class are required by law to demonstrate



proficiency on a safety test as describe by the following criteria:

- The student must pass the safety test with 100% mastery.
- The student has three (3) attempts to achieve mastery.
- The student must complete all testing within the first four (4) weeks of school for all Welding courses.
- The student must complete all testing within the first nine weeks of school for all Auto Mechanics courses.

Any student who does not meet these mastery requirements will be removed from the class and will be placed in an alternate course for the remainder of the semester. Removal after the third week of the semester will result in a loss of credit for both the vocational class and the alternate course.

## Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 97.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at FFG(LEGAL), FFG(EXHIBIT), and the Silsbee ISD District Improvement Plan. Trafficking includes both sex and labor trafficking.

### Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and 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, or sexually suggestive behavior; or
- 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. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57.]

## Warning Signs of Trafficking

Child 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.

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Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently 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.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;

- Owing a large debt and being unable to pay it off;
  - Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

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

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another

child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

## Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

## Class Rank / Highest-Ranking Student

### Course Credit

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

### Course Work Prior to Ninth Grade

The following applies to high school level courses taken prior to the student enrolling in the 9<sup>th</sup> grade:

- The course will satisfy the state graduation requirement. (Example: Algebra I taken in the 8<sup>th</sup> grade will satisfy the state graduation requirement and the student will not have to repeat the Algebra 1 course during the student's high school years.)
- The course will not be used in calculating grade point average.

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- The course will appear on the student's transcript with the year taken, the grades earned, and a state credit will be shown.

### Student Rank

A student's rank in his/her respective grade classification is determined by averaging all the grade points for academic grades earned during the school year. Rank may be calculated twice each year (January/May), and is distributed to the student individually.

Grade points are awarded for all classes with a grade above 70 based upon a weighted 5.0 scale. No grade points are awarded to any grade below 70, regardless of the level of the class.

Senior rank is determined by the end of the third (3<sup>rd</sup>) nine (9) week grading period. The basis of this ranking shall be the grade points earned during all four years of high school.

### Grade Point Average Chart

<b>Grade Pre-AP, Honors, Dual Credit, AP Regular Unweighted</b>	100	5.0	4.0	3.0
99	4.9	3.9	2.9	
98	4.8	3.8	2.8	
97	4.7	3.7	2.7	
96	4.6	3.6	2.6	
95	4.5	3.5	2.5	
94	4.4	3.4	2.4	
93	4.3	3.3	2.3	
92	4.2	3.2	2.2	

91 4.1 3.1 2.1  
90 4.0 3.0 2.0  
89 3.9 2.9 1.9  
88 3.8 2.8 1.8  
87 3.7 2.7 1.7  
86 3.6 2.6 1.6  
85 3.5 2.5 1.5  
84 3.4 2.4 1.4  
83 3.3 2.3 1.3  
82 3.2 2.2 1.2  
81 3.1 2.1 1.1  
80 3.0 2.0 1.0  
79 2.9 1.9 0.9  
78 2.8 1.8 0.8  
77 2.7 1.7 0.7  
76 2.6 1.6 0.6  
75 2.5 1.5 0.5  
74 2.4 1.4 0.4  
73 2.3 1.3 0.3  
72 2.2 1.2 0.2  
71 2.1 1.1 0.1

70 2.0 1.0 0.0 69 and below 0.0 0.0

All grades will be used in calculating GPA except staff aides, some college credit classes outlined in the SHS Dual Credit Guidelines, and some high school credits taken before 9<sup>th</sup> grade as designated in Board Policy and/or this handbook. Honors credit will be given for courses taken in residence at other high schools only if Silsbee High School offers the same course at the same level.

Students who do not remain in an honors level course for the entire year will not receive weighted credit for GPA and rank purposes.

Students who pass a course but are denied credit due to absences:

- The grade appears on the transcript with an asterisk (\*) to denote credit denied. •

No credit will be awarded.

- The grade is used in GPA and credits attempted.

Students who take courses in summer school:

- Grades appear on the transcript.
- Grades are used in the GPA.

Students who attend alternate schools:

- Grades appear on the transcript.

- Grades are used in the GPA.

**NOTE:** Since course selection is an integral part of the grade point average, students are advised to understand the grade point procedure and choose courses carefully. The student is responsible for proper course selection as it pertains to grade points.

For two school years following their graduation, students who are ranked in the top ten percent of their graduating class are eligible for automatic admission into four-year public university systems and colleges in Texas. Students and parents should contact the school counselor or principal for further information about how to apply and the deadline for application.

[See policy EIC for more information.]

## 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.

[See **Schedule Changes** on page 112 for information related to student requests to revise their course schedule.]

## College and University Admissions and Financial Aid (Secondary Grade Levels Only)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten 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.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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.

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. During the summer and fall 2020 terms and spring 2021 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 of through a holistic review process.

As required by law, 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.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 47 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 84 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 27 for information on assistance in transitioning to higher education for students in foster care.]

## College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP) or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);

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- Enrollment in courses taught in conjunction and in partnership with other institutions, which may be offered on or off campus;
- Certain Career and Technical Education (CTE) courses.

All 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.

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.

## Communications—Automated

### 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. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to

notify your child's school when a phone number changes.

[See **Safety** on page 110 for information regarding contact with parents during an emergency situation.]

## Nonemergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 110 for information regarding contact with parents during an emergency.]

## Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be

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viewed in the district's policy manual, available online at [www.silsbeeisd.org](http://www.silsbeeisd.org). The complaint forms can be accessed at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal or principal designee in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

## Conduct (All Grade Levels)

### Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district



vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

## Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator is the assistant principal of each campus.

## Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Students are **not** to receive delivered gifts, flowers, packages, or balloons during school hours. Invitations will not be handed out to students during school hours. They present a disruption to office staff, classrooms, and on the school bus. All deliveries should be sent to the student's home. Office staff will refuse deliveries on campuses.

Class will not be disrupted to deliver messages to students, except in the case of an emergency. Messages will be delivered to students by the office before school is dismissed.

## Disruptions of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
  - Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

## In-School Suspension (ISS)

In-School Suspension serves as a more severe consequence to inappropriate behavior. While attending ISS, a student is isolated from other students and monitored by a paraprofessional at all times. All class assignments will be completed in ISS or additional time may be assigned.

A student assigned to in-school suspension will become eligible for extracurricular activities, games, and performances when the period assigned to ISS ends, and at the conclusion of the school day (time of last bell). Students in ISS will still be permitted to practice and attend rehearsals.

## Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

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A parent interested in serving as a chaperone for any school social events should contact the campus principal.

## Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and

manages the student's own educational, career, personal, and social development;  
and

- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

## Academic Counseling

### *Elementary and Middle School Grade Levels*

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

### *High School Grade Levels*

High school students and their parents are encouraged to talk 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.

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;

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- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and

- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the 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 (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should contact the campus school counselor or make an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 94, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 45.]

## Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

## Credit by Examination

### If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a

nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as “credit recovery.”

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

## Credit by Examination for Advancement /

### Acceleration If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

### Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and •

The student's parent gives written approval of the grade advancement. **Students in Grades 6–12**

A student in grade 6 or above is eligible to earn course credit with;

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

## Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office [or on the district's website at [www.silsbeeisd.org](http://www.silsbeeisd.org). [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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a 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, 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 past or current dating partner;

- Attempts to isolate the student from friends and family;

- Stalking; or

- Encouraging others to engage in these behaviors.

### Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color,

religion, sex, gender, national origin, disability, age, 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 a 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 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. **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 are not 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not 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 or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, 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) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 42]

The district will promptly notify the parent 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 parent 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

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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 comply with law.

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 its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will 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 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).

## Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page

57.] **Distribution of Literature, Published Materials, or Other**

## Documents (All Grade Levels)

### School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, etc.

All school publications are under the supervision of a teacher, sponsor, and the

principal. **Nonschool Materials**

### *From Students*

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principals have designated Silsbee Elementary trophy case, Silsbee Middle School library, and Silsbee High School cafeteria as the locations for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See FNG(LOCAL) for student complaint procedures.]

## From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

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materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent for prior review. The superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principals have designated Silsbee Elementary trophy case, Silsbee Middle School library, and Silsbee High School receptionist office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.
- All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

## Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

### **SILSBEE ELEMENTARY**

1. Shirts, blouses, sweatshirts, etc. may have writing or pictures on them that are age

appropriate. Examples of articles of clothing that are prohibited include those that have pictures or words advertising wrestling, rock music, NASCAR, guns, alcohol, tobacco, drugs, satanic slogans, racial slurs or racial bias, sexually suggestive slogans.

2. Shirts must not be excessive in length and must be buttoned within one button at the top.

3. Sleeveless shirts, blouses, and dresses are permitted with a minimum of a two inch strap. No strapless or spaghetti straps allowed.

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4. No temporary tattoos.

5. All see-through garments are prohibited.

6. Exaggerated necklines and bare midriffs are prohibited.

7. Form-fitting garments are prohibited.

8. Leggings and jeggings are permitted only if the shirt reaches

mid-thigh. 9. Shorts, skirts, and dresses must reach mid-thigh.

10. Pants and shorts must be worn at waist level and fit appropriately in the seat and waist. No underwear will be visible. Belts are optional; however, if pants do not fit properly, a belt will be required to keep pants at waist level. Pants and shorts with elastic waistbands will be acceptable. Wind pants with snap closures on the sides are prohibited.

11. Shorts must be worn under dresses and skirts for grades Pre-K-5.

12. Pants are not to have any rips, cuts, or holes that expose the skin above the

knee. 13. Shirts and pants must cover the midriff (stomach), Pre-K-5

14. No slogans, words or acronyms allowed on backs of pants, shorts and skirts. 15.

Straps on overalls must be over the shoulder and buckled; sides must be buttoned.

16. Appropriate shoes must be worn at all times. Backless shoes, shoes with cleats, house shoes, taps or roller blades are not permitted. Shoes must not have more than a one-inch heel. This is a safety issue. Tennis shoes are required in Wellness/PE

17. Hats and/or caps, hoods, bandannas, and scarves are prohibited during the school day except on designated "special days". When allowed, hats and/or caps must be worn properly.

18. Sunglasses (unless prescribed by a physician) are not to be worn inside the school building except on designated "special days".

19. Girls may wear jewelry; however, it must not be worn excessively. Large, awkward jewelry is not allowed. Any pendant, earring, or other article of jewelry which displays any firearm (except awards or symbols of recognized competitive or safety organizations), illegal drug (marijuana leaf, etc.), racial slur, or any display that promotes gang activity or affiliation will not be permitted.

20. Body piercings other than earrings will not be permitted.

21. Boys may wear stud earrings that fit the earlobe. No gauges, spikes, or jewelry

depicting weapons nor drug references will be permitted.

22. Spike necklaces or bracelets are not permitted.

23. Heavy gauged chains worn as jewelry or decorative attire are prohibited. 24. Boys' hair length is not to exceed shoulder length at the neckline.

25. Hair styles/cuts must have hair out of the eyes and those that are distracting or take away from the dignity of the school (unnatural colors, slogans, Mohawks, spikes, insignias, words, letters or designs cut into the hair, etc.) are prohibited.

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26. Outer garments of abnormal length (such as trench coats and dusters) may not be worn in the building.

27. Unnatural contacts are not permitted.

28. Heavy make-up is not allowed.

Each year there are a few things, including some “fads” that appear on our campus. We are not listing any of these, nor are we making a regulation to cover all problems that may arise. When a fad becomes a nuisance on the Silsbee Elementary School campuses, we shall attempt to work with the parent to eliminate the nuisance. Anything that distracts from the spirit or the dignity of our school will be regulated.

If there is any question in your mind about the appropriateness of an item of clothing please save this item for weekends or evenings. Questionable dress or appearance will be referred to the office.

### *STUDENT ID'S*

Students must wear their picture identification cards each day to school. They will use the ID for identification, breakfast, lunch, and the library. If IDs are not worn, the following policy will be followed:

- Students will be given the opportunity to obtain a “loaner” ID from their first period teacher. If the “loaner” is not returned and the student again needs a “loaner” ID, there is a \$5.00 replacement charge.
- If the use of a “loaner” for the day becomes excessive (3 times) the student will be assigned two days of lunch detention.
- Students will be given the opportunity to buy a new ID if he or she has lost the ID. The cost will be \$5.00.

Replacing or borrowing IDs must be taken care of between 7:25 AM and 7:55 AM in the office before the bell rings in order to prevent students from missing valuable class time. All records must be clear in the office by May 15 to be able to participate in field day activities which includes library fines, name tags, textbooks and cafeteria fees.

IDs must not be defaced in any way. No drawing, cutting, punching holes or putting on

stickers will be allowed. If this occurs, students must purchase a new ID. They will serve lunch detention until the ID is replaced.

Students in grades K-2 will follow the above guidelines however, lunch detention will not be offered. K-2 will be sent to the end of the lunch line when the student does not have his or her ID.

### *PERSONAL BELONGINGS*

- Sunglasses, bandanas, skateboards, telecommunication devices, toys, electronic games, Pokémon cards, expensive jewelry, purses, etc. are considered unnecessary distractions and should be left at home.
- Backpacks are optional items for Silsbee Elementary students. If students choose to use them, backpacks must fit in lockers and are not to be taken into classrooms. **Rolling backpacks are not allowed.**

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- Students are not permitted to ride bicycles on the campus. They must stay on the street until they get to the front of the building. Bicycles should be locked to the rack provided.
- Cash should never be left unattended! Do not leave money in lockers, classroom or unattended on the playground.
- Due to the fact the school cannot be responsible for toys that are lost, stolen, or may become distractions in the classroom, we are requesting that parents **NOT** allow toys to be brought to school by their child. Toys or other non-educational items that are brought to school will be confiscated and returned only to the parent/guardian upon request. Thank you for your understanding and cooperation in this matter.
- Students should **not** bring basketballs, footballs, tennis balls, softballs, to school. The school provides footballs, basketballs, and soccer balls.
- Students bring scissors to school as part of their supply list. Please be aware that teachers will keep the scissors until a lesson calls for students to use the scissors. Students will not be allowed to have possession of scissors (or any part thereof) any time while on campus unless the student has permission and the supervision of a teacher.

### *SILSBEE MIDDLE SCHOOL*

1. Students must visibly wear their student ID around their neck or on a clip above the waist at all times.
2. Apparel with suggestive or vulgar slogans, satanic symbols, skulls, or apparel advertising tobacco, drugs or alcoholic beverages is not permitted.
3. Boys and girls may wear shorts that are three inches above the knee. (Amended Tuesday, Sept. 8, 2020)
4. Capri pants are permitted. Capri pants are defined as “mid-calf-length women's pants”.
5. Bare midriiffs are not permitted.
6. See-through clothing is not permitted.
7. Form-fitting garments are prohibited.

8. Leggings are permitted only if the shirt reaches finger-tip length.
9. Sunglasses, unless prescribed by a physician, are not permitted inside the building and may be confiscated.
10. Hats, bandanas, caps, head sweatbands, scarves, and jacket hoods are not allowed on campus. Students should not have hats, caps, or bandanas in their possession during the school day. Items such as these that are brought into the building may be confiscated and may be returned to the student at the end of the day by an administrator. Persistent infractions may require a parent to claim the item and disciplinary consequences issued. Bandanas and or “gang colors” or other gang identifying items of clothing are not permitted on any SISD campus at any time.
11. Anything that displays any alcoholic beverage, illicit drug, tobacco product, racial slur, marijuana or any other emblem viewed as displaying or promoting gang or racially

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related activities or affiliation will be determined as depicting such and will not be tolerated by this district. Displaying symbols that invoke gang related or negative activity will not be allowed.

12. Clothing that displays messages that may be interpreted to have double meanings will not be allowed on campus.
13. No words, slogans, or acronyms allowed on backs of pants, skirts, and shorts.
14. Shirts and blouses must be buttoned appropriately.
15. Pajama bottoms (pants) are prohibited.
16. All students will wear shoes to school. Cleated-shoes, house slippers, or shoes with taps are not permitted.
17. Hemlines and splits on dresses and skirts cannot be higher than three inches above the knee.
18. Hairstyles that include designs or Mohawks will not be allowed. Hairstyles that are distracting or detract from the dignity of the school will be regulated. No unnatural hair colors.
19. Boys may have neatly trimmed facial hair/beards. Sideburns must be neatly trimmed and be no lower than the ear lobe. Mustaches must be neatly trimmed.
20. Spiked bracelets or necklaces are prohibited. Heavy gauged chains, including wallet chains, worn as jewelry or decorative attire are prohibited.
21. Jewelry may be worn; however, any pendant, earring, or any other article of jewelry or clothing, which displays any firearm (machine gun, pistol, etc.), except as awards of recognized competitive or safety organizations will not be permitted. Any jewelry that displays illegal drugs, racial slurs or anything that displays or promotes gang activity or affiliation will not be permitted.
22. Boys may wear “stud” earrings that fit the earlobe. No gauges, spikes, or jewelry depicting weapons nor drug references will be permitted.

23. Students may wear a small nose stud. No rings will be permitted.
24. Body piercings other than nose studs will not permitted.
25. Outer garments of abnormal length (such as dusters or trench coats) may not be worn inside the building.
26. Sundresses are not permitted.
27. Sleeveless shirts and muscle shirts are not permitted.
28. Tops, dresses, shirts, or blouses exposing the midriff, back area, or cleavage are not permitted.
29. Pants with rips, cuts, or holes above the knee shall have patches secured to the pants from the inside. All pants/shorts/skirts must be worn appropriately at the waist. Belts must be buckled and tightened appropriately. (*Amended Tuesday, Sept. 8, 2020*)
30. Overall belts and straps must be buckled.

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31. All students will adhere to cleanliness and personal hygiene.
32. Unnatural Contacts are not permitted.
33. Blankets and throws are prohibited.

Questionable dress or appearance will be referred to the office. Any attire that draws undue attention or judged to be “in bad taste” will be addressed. Students of EJM-SMS are expected to dress appropriately at all times. Students who do not comply with the personal appearance and dress code will be subject to disciplinary action.

Each year there are a few things, including some ‘fads’ that show up on the campus. We are not listing any of these, nor are we making a regulation to cover all problems that may arise. When a fad becomes a nuisance on any campus of Silsbee ISD, we shall immediately eliminate the nuisance. Anything that distracts from the spirit or dignity of our school will be regulated.

### *STUDENT ID'S*

All students must wear their picture ID each day to school. Student IDs are used for identification, breakfast, lunch, and the library. Students are required to scan his/her ID in order to purchase breakfast/lunch from any of the lines in the middle school cafeteria.

### **Students must wear their ID around their neck with a lanyard.**

If IDs are not worn, the following policy will be followed:

- Students will have the opportunity to replace the ID for \$5.
- Students will have the opportunity to buy a temporary ID for the day at the charge of \$1. If the student does not have the money, the ID will be issued as “UNPAID” and the student will have a charge of \$1 on his account. All accounts must be cleared each nine weeks. Failure to clear unpaid fines will prevent students from attending field trips, dances or other activities as determined by administration.
- Students will have the opportunity to call a parent to deliver the ID. Delivery must be made



before the end of first period. Students are still required to purchase a temporary ID that morning and when the parent delivers the ID, the charge will be corrected at that time.

Students will need to purchase an additional ID if it is defaced.

All questions regarding the student dress code should be directed to the individual campus administrators.

### **SILSBEE HIGH SCHOOL**

1. Students must maintain an issued **student identification card** on their person at all times, facing forward.
2. **Apparel** with suggestive or vulgar slogans, satanic symbols, or apparel advertising tobacco, drugs or alcoholic beverages is not permitted.
3. Boys and girls may wear shorts that are three inches above the knee.
4. Any visible **tattoos** (including temporary) must be covered.

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5. Inappropriately **exposed skin** is a violation, ie cleavage, midriff, or lower back.
6. **See-through** clothing is not permitted.
7. Leggings are permitted if worn with a shirt. The shirt hemline must be three inches above the knee.
8. **Sunglasses**, unless prescribed by a physician, are not permitted inside the building and may be confiscated. Only doctor prescribed, clear/tinted **contacts** will be allowed. Other unnatural contacts such as “cat’s eye”, opaque or “designer” versions will not be allowed.
9. Students should not wear headwear (hats, caps, bandanas, scarves, wave caps, du-rags, hoods, etc.) that is not affiliated with religious beliefs/practices in the building during the school day.
10. Anything that **displays** any alcoholic beverage, illicit drug, tobacco product, racial slur, marijuana or any other emblem viewed as displaying or promoting gang or racially related activities or affiliation will be determined as depicting such and will not be tolerated by this district. Displaying symbols that invoke gang related activity or negative behavior will not be allowed.
11. Clothing that displays messages that may be interpreted to have **double meanings** will not be allowed on campus.
12. **Shirts and blouses** must be buttoned appropriately at all times
13. **Pajama** bottoms/pants are prohibited.
14. All students will wear **shoes** to school. Cleated-shoes, house slippers, or shoes with taps are not permitted.
15. **Hemlines** on dresses or skirts must be three inches above the knee. Skirt splits must not be higher than three inches above the knee.
16. Hairstyles that are distracting or detract from the dignity of the school will be regulated. **Coloring** of hair, other than natural colors, will not be permitted. Hair must be worn out of the eyes. No shaved designs or Mohawk haircuts are allowed.



17. Boys may have neatly trimmed facial hair/beards.
18. Spiked **bracelets or necklaces** are prohibited. Heavy gauged chains, including wallet chains, worn as jewelry or decorative attire are prohibited.
19. **Jewelry** may be worn; however, any pendant, earring, or any other article of jewelry or clothing, which displays any firearm (machine gun, pistol, etc.), except as awards of recognized competitive or safety organizations will not be permitted. Any jewelry that displays illegal drugs, racial slurs or anything that displays or promotes gang activity or affiliation will not be permitted. No gauges, spikes, or jewelry depicting weapons.
20. Boys may wear “**stud**” **earrings** that fit the earlobe.
21. Students may wear a small nose stud. No rings will be permitted.
22. **Body piercings** other than nose studs will not be permitted.
23. **Outer garments** of abnormal length (such as dusters or trench coats) may not be worn inside the building.

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24. **Sundresses** are not permitted.
25. **Sleeveless** shirts and muscle shirts are not permitted.
26. Pants with rips, cuts, or holes above the knee shall have patches secured to the pants from the inside. All pants/shorts/skirts must be worn appropriately at the waist. **Belts** must be buckled and tightened appropriately.
27. **Overall** belts and straps must be buckled.
28. Blankets and throws are prohibited.
29. All students will adhere to cleanliness and personal hygiene.
30. No undergarments (bras, underwear, etc.) may be visible during the school day. Questionable dress or appearance will be referred to the office. Any attire that draws undue attention or judged to be “in bad taste” will be addressed. Students of SHS are expected to dress appropriately at all times. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Time lost in the classroom in order to comply with the dress code will be considered a tardy or unexcused absence. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Each year there are a few things, including some 'fads' that show up on the campus. These items are not being listed, and there are not regulations to cover all problems that may arise. When a fad becomes a nuisance on any campus of Silsbee ISD, the administration shall immediately eliminate the nuisance. Anything that distracts from the spirit or dignity of our school will be regulated. The campus administration shall also be given the authority to regulate what is acceptable or not on each respective campus.

All questions regarding the student dress code should be directed to the campus

administrators.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

## Early College High School

Silsbee Early College High School (ECHS) is an innovative model that allows students an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools:

- Provide dual credit at no cost to students
- Offer rigorous instruction and accelerated courses
- Provide academic and social support services to help students succeed

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- Increase college readiness, and
- Reduce barriers to college access.

Silsbee High School has partnered with Lamar Institute of Technology to provide the Early College High School model. Because students will be considered college students, they will need to complete an application through Apply Texas for LIT and pass the (TSI) Texas Success Initiative examination. By Texas Education Agency design, ECHS will recruit the target population, however all eighth graders will have the opportunity to complete an application by the deadline to be considered for the program in which there will be a “blind lottery” conducted to select students in the spring semester.

## Electronic Devices and Technology Resources

### Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 122.]

A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 117 and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

### **SILSBEE ELEMENTARY / LAURA REEVES PRIMARY POLICIES**

The school office phones are business phones, and are not for student use except in an emergency.

- Students are not permitted to possess cell phones.
- Students are not permitted to possess Smartwatches or any other wearable technology.

A student must have permission to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

*\*\*Parents are not permitted to use cell phones in the school building. Please silence all cell phones when entering the building.*

*\*\*If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.*

## Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

## 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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You](#)

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[Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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.

## Silsbee ISD Student Acceptable Use Policy

### *Student Use of the Internet*

Silsbee ISD is pleased to offer students access to a computer network for online research and communications. In order to gain access to the internet, all students must obtain parental permission as verified by the signatures on the attached form. Should a parent prefer that a student not have Internet access, use of the computers is still possible for more traditional purposes such as word processing.

#### **What is possible?**

Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information around the world. Silsbee ISD has purchased and implemented filtering software that will prevent most of the objectionable material from being viewed by students. While the purposes of the school are to use Internet resources for constructive educational goals, students may find ways to access other materials. Families should be aware that some defamatory, inaccurate, or potentially

offensive material may still penetrate the filtering software even though it is updated two or three times a week. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support and respect each family's right to decide whether or not to apply for access.

### **What is expected?**

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Se aplican las reglas generales de la escuela para el comportamiento y las comunicaciones. It is expected that users will comply with district standards and the specific rules set forth below. The use of the network is a student privilege, not a student right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. Any misconduct while using district technology equipment will have punitive consequences. Se aconseja a los estudiantes que nunca accedan, guarden o envíen nada que no deseen que sus padres o maestros vean.

### **What are the rules?**

Inappropriate materials or languages—profane, abusive or impolite language should not be used to communicate nor should materials be accessed which are not in line with the rules of school behavior. A good rule to follow is never view, send, or access materials that you would not want your teachers and parents to see. Should students encounter such material by accident, they should report it to their teacher immediately.

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Illegal copying—Students should never download or install any commercial software, shareware, or freeware on to network drives or disks. Students should not copy other peoples' work or intrude into other peoples' files. Students may not remove Silsbee ISD property, including software, from the campus without permission from an administrator or an administrative designee. There will be severe discipline and legal consequences.

Privacy—Network and computer storage areas may be treated like school lockers. The Silsbee ISD maintains the right to review student communications to insure that students are using the system responsibly.

### *Guidelines for Appropriate Use*

These guidelines must be followed to prevent the loss of network privileges at school.

- Do not use a computer to harm other people or their work.
- Do not damage the computer or the network in any way.
- Do not interfere with network operations by installing illegal software, shareware or freeware.
- Do not load any other Internet provider software (example: AT&T) onto district

computers.

- Do not violate copyright laws.
- Do not view, send, or display offensive messages or pictures.
- Do not share your password with another person.
- Do not waste limited resources such as disk space or printing capacity. • Do not use another student's password or trespass in another student's work or files.
- Do notify an adult immediately if, by accident, you encounter materials that violate appropriate use.
- Do abide by the Rules of Appropriate Use. You will be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated.

### *Acceptable Use of District Technology Resources*

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district 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 sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in

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a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

## End-of-Course (EOC) Assessments

[See **Graduation** on page 84 and **Standardized Testing** on page 119.]

## English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both 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 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 designate instructional accommodations or 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 at **Standardized Testing** on page 119, may be administered to an English learner 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 English learners who qualify for services.

If a student is considered an English learner 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, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 122.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. 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 and

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parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report 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 TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents 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.

Generally, a student who receives a grade below 70 at the end of a grading period 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 (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to 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 but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition. The requirement shall only be waived by the principal on a case-by-case basis, upon the review of the student's academic standing. 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 be considered an unexcused absence.

### Advanced Courses Approved for the No Pass, No Play Exemption Policy

The following advanced courses have been approved for the No Pass, No Play Exemption Policy. [For further information, see policy FM(Local).] If a student receives below 70 in two of

the designated courses, the student is not eligible for consideration to participate in UIL or non-UIL activities.

[Please see course catalog for detailed list.]



Any questions should be directed to school counselor or campus principal. **Attendance for Extracurricular or UIL Participation**

Students must be in attendance through at least the state designated attendance period in order to participate in a scheduled contest or event. Students who are absent from school the entire day of the scheduled contest or event may not participate.

If a student receives an excused absence and is still considered in attendance for the day, as described in the first section under EXCUSED ABSENCES, the student may participate in the contest or event.

If the student is sent home for an illness or is at the doctor's office for any reason the student must present a doctor's release to the administrator on duty prior to participation in the contest or event. If no administrator on duty is present the coach or sponsor will accept the documentation. Otherwise, students must establish attendance during the school day as described above in order to participate.

A student that misses class due to extracurricular activities is expected to pick up work missed prior to leaving for the activity. The student will be expected to join class and participate in any assignment or activity upon returning.

## Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

## Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. **Extracurricular Attendance Procedures**

Students are not allowed to participate in any extracurricular activities, including practices, while they are assigned to PACES. When a student completes the PACES assignment, reinstatement into extracurricular activities will be determined by the coach/sponsor of the sport/activity.

A student absent from school may not play or participate on that day unless:

- He/she attends school for a half day;
- An acceptable parent or doctor's excuse is submitted;
- The student is involved in a school activity; and
- The students' time in DAEP (if applicable) is completed.

After the student meets one of the four above options, the student must also get signed approval from all of the following:

- Athletic Director (if participating in athletics)
- Team coach, sponsor or director
- Campus Principal

Students in ISS may receive the opportunity to practice and participate at the discretion of the principal.

Each coach, sponsor or director may establish attendance procedures in addition to those listed above. These procedures will be communicated in a timely manner to the parent and student.

## Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 122.]

- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [See policy FP for more information.]

## Field Days (Elementary/Laura Reeves Primary)

Field Day is for all the students who have met the PBSI criteria. Students, who do not meet the criteria, will not be allowed to participate. This is a reward for students who have followed the rules and exhibit good behavior for most of the year. Criteria will be sent home in the newsletters as well as posted on the website. Parents are encouraged to come and join the celebration.

Student participation in ALL field days and field trips is decided by the team of teachers and the principal. Students' behavior will play a MAJOR factor in whether or not they can participate. A student who has been suspended from school anytime during the year, placed in PACES anytime during the year, or been in ISS excessively will not be allowed to participate in a field trip. Students must not have any outstanding fees owed to the cafeteria, office, or library to be eligible for field trips and field days.

## Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations.

SILSBEE HIGH SCHOOL: With the exception of Satsuma Days, no food items may be sold on campus during the regular school day. Groups may make requests to sell food items after school. Except as approved by the administration, fundraising by outside organizations is not permitted on school property.

[For further information, see policies FJ and GE.]

## Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

## Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page

57.] **Gifted and Talented Program**

To help assure quality education of all students, the Silsbee Independent School District is charged with the responsibility of delivering appropriate services including a differentiated

curriculum in the four core subject areas for identified G/T students in kindergarten through grade 12.

The Gifted and Talented Program is designed to screen and eventually identify those students who excel consistently or who show the potential to excel in any one or combination of the following areas: general intellectual ability, specific subject matter aptitude, creative and productive thinking ability, leadership ability, ability in the visual or performing arts, and psychomotor ability. These students require educational experiences beyond those normally provided by the regular school program. Our curriculum is designed to develop higher-level processes using content that is related to themes or problems, which are inter-disciplinary and comprehensive. This content integrates basic skills with higher level thinking skills.

A teacher or parent may nominate students for screening for the Gifted and Talented Program. Screening and selection normally takes place in the spring or summer. Parents are to be notified before the beginning of each school year regarding the status in the G/T Program. For more information about the Silsbee ISD Gifted and Talented Program, please contact your child's teacher, campus administrator or the office of Special Programs.

## Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

## Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

The minimum number of assignments, projects, and examinations required for each grading period;

How the student's mastery of concepts and achievement will be communicated (ie, letter grades, numerical averages, checklist of required skills, etc.);

Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and

Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 109 for additional information on grading guidelines.]

### *Semester Grade*

A semester includes two (2) nine-week grading periods. The semester grade shall be determined by the following method: average of the two (2) nine-week grades (80%) and Fall/Spring Semester exam(s) (20%).

<b>Grades Per Marking Period</b>		
Assessment Type	Minimum Number	Suggested Maximum Number
Formative	9	20
Summative	3	5

### *Documentation*

Procedures used for awarding grades to Special Education students will be determined by the Admission, Review, and Dismissal committee and will be included in the students' individual education plans.

Documentation of mastery consists of recording the grade in the teacher grade book for all students.

### *Late Assignments*

Students will be made aware of the due dates for all assignments. This includes daily work, tests, and homework. Late work will be accepted for one (1) class day only, following the due date Example: the assignment is made on Tuesday and is due on the next class day, Wednesday—it will be accepted no later than the class time Thursday of the same week. The highest grade to be given on late work will be 70. If the assignment is not turned in after one (1) class day, a grade of zero (0) will be recorded in the teacher's grade book.

Exceptions to this policy stipulate that **NO LONG TERM ASSIGNMENTS WILL BE ACCEPTED LATE**. A long-term assignment is an assignment that requires three (3) or more class days (a day that the student is scheduled to meet the class) to complete.

Students will be given notice with the assignment that this is a **LONG TERM ASSIGNMENT**.

### *Primary/Elementary*

- All Pre-Kindergarten grades will be reported as a Readiness Checklist
- All Kindergarten grades will be reported as letter grades. Ongoing communication will inform parents about formative progress toward skill development. A minimum of one

(1) summative assessment will be taken in a three week period in Language Arts/Reading and Mathematics. A nine-week grading period will include a minimum of three (3) summative assessments in Language Arts/Reading and Mathematics and one (1) summative assessment in Science, Social Studies and PE The grades are summative based upon progress on performance indicators taught during a unit.

- First grade subject averages for Language Arts/Reading and Math will be reported as a number grade. Science/Health, Social Studies, Fine Arts and PE will be reported as a letter grade. A minimum of one (1) summative assessment will be taken in a three week period in Language Arts/Reading and Mathematics. A nine-week grading period will include a minimum of seven (7) summative assessments in Language Arts/Reading and Mathematics and three (3) summative assessment in Science/Health, Social Studies, Fine Arts and PE The grades are summative based upon progress on performance indicators taught during a unit.
- Second through 12<sup>th</sup> grade subject averages will be reported as number grades. No more than 20% of marking period grade may be based on a single summative assessment, so no fewer than three (3) should be required each grading period (not progress reporting).

### *Grading Categories*

	<b>Elementary School</b>	<b>Secondary Schools</b>
<b>Formative Assessments</b>	50% of Report Card Grade	40% of Report Card Grade
<b>Summative Assessments</b>	50% of Report Card Grade	60% of Report Card Grade

### *Summative Assessment*

Periodic summative assessment grades will be used to determine the level of student mastery of the Texas Essential Knowledge and Skills (TEKS). Summative grades include, but are not limited to: major unit tests, research papers, major projects, lab reports, and so on.

### *Formative Assessment*

Ongoing formative assessment grades will be used to determine a student's progress toward mastery of the Texas Essential Knowledge and Skills (TEKS). Formative grades include but are not limited to: homework (maximum 10%), daily class work, daily quizzes, small projects, worksheets, oral reports, and so on.

### *Number of Graded Assignments*

A minimum of four (4) grades will be taken in a three (3) week period consisting of at least three (3) Formative grades and at least one (1) Summative assessment grade.

A nine-week grading period will include a minimum of twelve (12) grades: nine (9)

Formative grades (40%) and three (3) Summative assessments.

### *Special Education Courses*

Silsbee ISD offers courses and instruction to students who qualify under the Special Education guidelines in accordance with the IEP determined by an ARD Committee. Students who transfer into the district under Special Education will be placed according to the ARD