



Student/Parent Handbook
2021-2022

Table of Contents

- Preface Parents and Students:..... 5
 - Notice Concerning Privacy of Student and Directory Information 7
 - Notice Concerning Privacy of Student and Directory Information Form 9
 - Acknowledgement Form 10
- Holidays and Staff Development Days (No Students) 11
- Silsbee ISD Administration 12
- Silsbee ISD Board of Trustees..... 12
- Silsbee ISD Schools..... 13
- Silsbee ISD Goals and Vision..... 13
- Section One: Parental Rights 14
 - Consent, Opt-Out, and Refusal Rights 14
 - Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction 18
 - Right of Access to Student Records, Curriculum Materials, and District Records/Policies..... 21
 - A Student with Exceptionalities or Special Circumstances..... 26
- Section Two: Other Important Information for Parents and Students 33
 - Absences / Attendance 33
 - Tardies (All Grade Levels) 39
 - Accountability under State and Federal Law (All Grade Levels)..... 40
 - Armed Services Vocational Aptitude Battery Test..... 40
 - Awards and Honors Elementary 40
 - Bullying (All Grade Levels)..... 42
 - Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)..... 43
 - Celebrations (All Grade Levels) 45
 - Child Sexual Abuse Trafficking, and Other Maltreatment of Children (All Grade Levels) 45
 - Class Rank / Highest-Ranking Student..... 47
 - Class Schedules (Secondary Grade Levels Only) 49
 - College and University Admissions and Financial Aid (Secondary Grade Levels Only) 50
 - College Credit Courses (Secondary Grade Levels Only)..... 50
 - Communications—Automated 51
 - Complaints and Concerns (All Grade Levels)..... 51
 - Conduct (All Grade Levels) 52
 - Counseling 54
 - Course Credit (Secondary Grade Levels Only) 55

Credit by Examination If a Student Has Taken the Course/Subject (Grades 6–12)	55
Credit by Examination for Advancement / Acceleration If a Student Has Not Taken the Course/Subject	56
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).....	57
Discrimination.....	60
Distribution of Literature, Published Materials, or Other.....	60
Documents (All Grade Levels)	60
Dress and Grooming (All Grade Levels).....	61
Early College High School.....	68
Electronic Devices and Technology Resources.....	69
End-of-Course (EOC) Assessments.....	73
English Learners (All Grade Levels).....	73
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	73
Extracurricular Attendance Procedures.....	75
Fees (All Grade Levels).....	76
Field Days (Elementary/Laura Reeves Primary).....	77
Fundraising (All Grade Levels)	77
Gang-Free Zones (All Grade Levels).....	77
Gender-Based Harassment.....	77
Gifted and Talented Program.....	77
Grade-Level Classification (Grades 9–12 Only)	78
Grading Guidelines (All Grade Levels).....	78
Makeup Work	82
Graduation (Secondary Grade Levels Only)	84
Harassment.....	89
Hazing (All Grade Levels).....	89
Health–Physical and Mental.....	90
Health-Related Resources, Policies, and Procedures	98
Homework (All Grade Levels)	99
Law Enforcement Agencies (All Grade Levels)	99
Leaving Campus (All Grade Levels)	101
Lost and Found (All Grade Levels)	102
Meal Charging Policy.....	102
Nondiscrimination Statement (All Grade Levels).....	103
Parent and Family Engagement (All Grade Levels).....	104
Parking and Parking Permits (Secondary Grade Levels Only).....	105
Pledges of Allegiance and a Moment of Silence (All Grade Levels).....	106
Prayer (All Grade Levels).....	107
Promotion and Retention	107
Release of Students from School.....	109

Remote Instruction	109
Report Cards / Progress Reports and Conferences (All Grade Levels)	109
Safety (All Grade Levels)	110
SAT, ACT, and Other Standardized Tests	111
Schedule Changes (Middle and High School Grade Levels).....	112
School Facilities.....	112
School-sponsored Field Trips (All Grade Levels).....	116
Searches	117
Sexual Harassment.....	118
Special Programs (All Grade Levels).....	118
Standardized Testing	119
Students in Foster Care (All Grade Levels).....	120
Students Who are Homeless (All Grade Levels)	121
Student Speakers (All Grade Levels)	121
Study Hall	121
Summer School (All Grade Levels).....	121
Telephone Use.....	121
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	122
Transfers (All Grade Levels)	122
Transportation (All Grade Levels).....	122
Vandalism (All Grade Levels).....	123
Video Cameras (All Grade Levels)	123
Visitors to the School (All Grade Levels)	124
Volunteers (All Grade Levels).....	125
Voter Registration (Secondary Grade Levels Only)	125
Withdrawing from School (All Grade Levels).....	125
Glossary	126
APPENDIX I	129
Freedom from Bullying Policy	129

Preface Parents and Students:

Welcome to the new school year!

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

The Silsbee ISD Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

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

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

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

Therefore, parents and students should become familiar with the Silsbee ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.silsbeeisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook is available upon request.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.silsbeeisd.org.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact the respective campus principals.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 16 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 17 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the communications department at 409-980-7800.

Notice Concerning Privacy of Student and Directory Information

General Student Information

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law governing the privacy of educational records. It grants specific rights to students and parents, setting restrictions on how schools may handle educational records. FERPA requires that schools obtain written permission from parents before releasing educational records within 10 school days of your child's first day of instruction for this school year. In certain well-defined circumstances, some information may be released without written permission.

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Silsbee Independent School District to disclose directory information from your child's education records without your prior, written consent, you must notify the district in writing within 10 school days of your child's first day of instruction for this school year. As designated by Silsbee ISD Board policy, the following information is considered 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; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height, if a member of an athletic team; enrollment status; student identification numbers or identifiers that cannot be used alone to gain access to electronic education records.

Student Multimedia Publicity

The District uses this type of information about students in publications such as, but not limited to, school telephone directories, yearbooks, playbills, graduation programs, sports activity sheets and programs, Silsbee ISD publications, the Silsbee ISD website, social media websites and media news releases. The District is proud to feature students and their accomplishments and uses a variety of resources to publicize district events and school news. Silsbee ISD may publish a child's name, photograph, weight and height of members of athletic teams and student work, as well as allow a student to be interviewed and videotaped by the media. Please note that the media may include newspapers, newsletters, television stations, radio stations, and websites.

A parent or guardian has the right to instruct the District not to designate any or all of the information described above as directory information about the student by using the following Multimedia Permission form to notify the District within 10 days of your child's first day of instruction for this school year. The District recognizes a parent may not want some directory information released, but may want other information made available. Therefore, the District has divided directory information into separate categories.

Military Recruiters or Institutions of Higher Education

Federal law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 to provide a military recruiter or an institution of higher education, upon request, with the name, address, and telephone number of a secondary student unless

the parent or eligible student has requested that the information not be disclosed without their prior written consent.

Notice Concerning Privacy of Student and Directory Information Form

Sign either one or more items below and return within 10 days of child's first day of instruction.

Only complete and return this form if you want your student's information kept private.

Multimedia Permission Form

Please sign in ink only and check off as many of the choices below. By checking the choices below, your child will NOT be included in photographs, video, or his/her name/work will not be included in any publication/media.

Student's Full Name: _____

Grade: _____

Teacher (Pre-K – 5): _____

Parent/Guardian: _____

Date: _____

No, I do not want my child's photograph to be used for school or local media purposes

No, I do not want my child recorded via video for school or local media purposes.

No, I do not want my child's name or schoolwork published in a variety of media.

Military Recruitment/Institution of Higher Learning

I do not want my secondary student's name, address, electronic mail address, and telephone number released to a military recruiter or institution of higher learning.

Student's Name: _____

Grade: _____

Parent/Guardian: _____

Date: _____

Acknowledgement Form

My child and I have been offered the option to receive a paper copy or to electronically access at www.silsbeeisd.org the Campus Student Handbook and the Student Code of Conduct for the 2021-22 school year.

I have chosen to:

- Receive a paper copy of the Campus Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding the Campus Student Handbook or the Code, I should direct those questions to the campus principal at (409) 980-7800.

Print Name of Student: _____

Campus: _____

Signature of Student: _____

Date: _____

Print Name of Parent: _____

Signature of Parent: _____

Date: _____

Holidays and Staff Development Days (No Students)

Aug. 2-10.....	Staff Development
Sept. 6.....	Labor Day Holiday
Oct. 11.....	Staff Development
Nov. 22-26.....	Thanksgiving Break
Dec. 22 – 31.....	Winter Break
Jan. 3-4.....	Staff Development
Jan. 17.....	Martin Luther King, Jr. Holiday
Feb. 18-22.....	President’s Day Weekend
March 14-18.....	Spring Break
March 21.....	Staff Development
April 15-19.....	Good Friday/Easter Weekend
May 26-27.....	Staff Development
May 30.....	Memorial Day Holiday

Make-up Days (if needed): February 22 and April 19

Grading Periods

First Semester	Second Semester
Aug. 11 – Dec. 17	Jan. 5 – May 25

School Instructional Day: 7:45 a.m. – 3:30 p.m.

Silsbee ISD Administration

Silsbee ISD Central Office 409-980-7800
415 Highway 327 West, Silsbee, TX 77656
Dr. Gregg Weiss, Superintendent
Sherrie Thornhill, Assistant Superintendent of Human Resources & Curriculum
Jeffrey Burnthorn, Executive Director of Secondary & Student Services

Special Education 409-980-7800
Dr. Vicki Brantley, Director

Health Services 409-980-7800
Michelle Hardy, Director

Child Nutrition 409-980-7800
Michelle Johnson, Director

Transportation Department 409-980-7860
1275 Highway 327 West, Silsbee TX 77656
Mike Tomas, Director

Athletic Department 409-980-7800
1575 Highway 96 North, Silsbee, TX 77656
Randy Smith, Athletic Director

Silsbee ISD Board of Trustees

- Janis Holt, President**
- Tom Hardy, Vice President**
- Derrell Ferguson, Secretary**
- Dana Hancock**
- Kenneth Rulon**
- Cynthia Smith**
- Sherrie Taylor**

Silsbee ISD Schools

Laura Reeves Primary 409-980-7850
695 Woodrow St. Silsbee, TX 77656
Tiffany Horton, Principal

Silsbee Elementary 409-980-7861
770 South 7th St. Silsbee, TX 77656
Dr. Gerald Chandler, Principal

**Edwards Johnson Memorial
Silsbee Middle School** 409-980-7870
1140 Highway 327 East, Silsbee TX 77656
Amanda Jenkins, Principal

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

Silsbee ISD Goals and Vision

Goals

Silsbee ISD will develop a comprehensive system of benchmarks that will drive continuous improvement in student achievement and operational efficiency.

Silsbee ISD will enhance offerings and facilities so that all students have access to courses that progressively prepare them for success in their chosen post-secondary pursuits.

Using board, student, and community-leader resources, Silsbee ISD will develop, communicate, and execute a Board-Superintendent initiated plan to promote parent and community support of educational efforts of the district.

Vision

The students of Silsbee ISD are equipped with the values to envision a better world, the skills to create it, and the confidence to take the lead.

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached through the counseling department of each campus, and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 94.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

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; dates of attendance; grade level; 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 U.S. 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.

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.

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 U.S. 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 U.S. government extends diplomatic immunity.

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

Reciting the Pledges to the U.S. 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 U.S. 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.

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 U.S. 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,

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 U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. 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.

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 (e.g., 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.]

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;

- 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@silsbeesd.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@silsbeesd.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@silsbeesd.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 U.S. 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 U.S. 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 a.m.

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 a.m. each morning. It is imperative that your child arrives at school prior to 7:45 a.m. 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. 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 a.m. 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

- 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.

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;
- Owning 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).

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 9th grade:

- The course will satisfy the state graduation requirement. (Example: Algebra I taken in the 8th 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.

- 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 (3rd) 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

Grade	Pre-AP, Honors, Dual Credit, AP	Regular	Unweighted
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 9th 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);

- 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

viewed in the district's policy manual, available online at 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.

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;

- 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.] [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

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.

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/P. E.
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.

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.**

- 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 midriffs 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

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.

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.

5. Inappropriately **exposed skin** is a violation, i.e. 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.

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

- 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](#)

[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. General school rules for behavior and communications apply. 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. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

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.

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

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

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.

[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 P.A.C.E.S. When a student completes the P.A.C.E.S. 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 (i.e., 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%).

Grades Per Marking Period		
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 P.E. 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 P.E. 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 P.E. The grades are summative based upon progress on performance indicators taught during a unit.
- Second through 12th 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

	Elementary School	Secondary Schools
Formative Assessments	50% of Report Card Grade	40% of Report Card Grade
Summative Assessments	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

Committee's decision. Graduation is determined by the ARD Committee's decision as to credits and courses.

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the campus principal at 409-980-7800.

High School Exam Exemption Policy

All students must take the Fall Semester final exams. Fall Semester final exams will be given in each class offered at Silsbee High School. Teachers will follow the designated exam schedule. Students may be given a written exam review.

Students must meet the following requirements to be exempt from the Spring Semester final exams:

- The student must be passing the exempted class with a minimum grade of 75 prior to the semester exam being administered.
- Meet exemption attendance requirements:
 - Zero (0) or one (1) absence with a class average of 75.
 - Two (2) or three (3) absences with a class average of 80.
 - Four (4) or five (5) absences with a class average of 85.
- All absences except those where a student is considered in attendance for student attendance accounting purposes and a "college day" will count.
- Students must have all fines and/or debts reconciled: including cafeteria, library and office.
- Students must turn in all textbooks on or before the exam day for a one semester course or before final exams for all courses.

Students eligible for exemption may elect to take any exam. In such instances, the student's overall grade may only be raised as a result of the exam. The grade may not be lowered because of the student voluntarily taking the exam.

The semester grade for students who are exempt will be the average of the two semester nine-weeks grades.

Nonexempt students will receive a ZERO (0) on final exam if they fail to take the required exam unless they have a doctor's excuse.

Nonexempt students will be responsible for returning all textbooks.

A student may not take more than one (1) test per period and may not take exams early.

This policy does not affect the new End-Of-Course (EOC) exams that will take effect with the freshman class of 2011 - 2012. All students in this classification will be responsible for this testing.

Failing Grades Related to Eligibility

After a failing grade has been recorded (submitted), the situations in which a student's grade may be changed to passing and eligibility restored can occur only if one of the following occurs:

- The grade was arbitrarily assigned by the teacher.
- The grade was entered erroneously.
- The grade was not consistent with the school grading policy, and/or
- The grade was a computer error.

Extra credit work or work (including retesting) turned in after the grading period or evaluation period has ended may not be considered when determining a student's eligibility for extracurricular activities except in the case of an "Incomplete" grade. [See paragraph below.]

A student who receives an "Incomplete" grade is ineligible at the end of the seven (7) day grace period unless the "Incomplete" was replaced with a passing grade either within or, in some cases, beyond the end of the seven (7) day grace period. The student may regain eligibility if the "Incomplete" work is made up in strict compliance with the district grading policy in regard to time allowed to turn in make-up work. If an "Incomplete: was not given and none of the four (4) criteria listed above were violated, then the student is ineligible.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 36.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page 119.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 87.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Speech	0.5	0.5
Health	0.5	0.5
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.

- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

FAFSA or TASFA

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information regarding FAFSA/TASFA.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

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

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Activities

Graduation activities will include:

- Award Programs
- Scholarship Programs
- Rose Cutting Ceremony
- Graduation Practice
- Graduation Commencement Ceremony – Only students who have completed state and local credits and met standard on EOC assessments and/or have been declared eligible by an individual graduation committee may participate in the ceremony. Students must follow dress code guidelines in order to participate.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not

synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see **Student Speakers** on page 121.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 76.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57.]

Hazing (All Grade Levels)

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

Any type of physical brutality;

An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements,

confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and

Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

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

Health–Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the

district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Polio;
- Measles mumps, and rubella;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on page 96, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the

treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Medication Guidelines for Silsbee ISD

The school district maintains certain nonprescription medications as approved by the district's medical advisor to be used for common student complaints such as cuts, scrapes, burns, itchy bug bites, heartburn, mouth ulcers, toothaches, sore throat, and chapped lips. Medications for headaches and other aches and pains, such as Tylenol and Advil, are not on the approved list and are not provided to students by the school district. The approved medications may be administered to my student as needed in accordance with the guidelines developed with the district's medical advisor. If I do not want the approved medications to be administered to my student, I will send written notification to my student's school nurse.

SHORT TERM MEDICATION (less than two weeks/10 days)

- Medication that must be administered to a student during school hours must be provided by the student's parent. Contact the campus school nurse for guidance regarding the procedures for transporting and submitting medication to the nurse's office.
- Written permission from parent or guardian is required. Medication forms are available in the nurse's office or online
- School personnel must administer medication
- Prescription medication must be in the original prescription bottle with proper label.
- Nonprescription medication must be in the original container and not expired. Administration directions on the label will be followed.

LONG TERM MEDICATIONS (two or more weeks)

- Parent or guardian should bring the prescription bottle with a proper label and a written request from the physician to the nurse's office. Written permission from parent/guardian or signature on the physician's request is required. Physician's forms are available in the nurse's office or on line.
- Medication that must be administered to a student during school hours must be provided by the student's parent. Contact the campus school nurse for guidance regarding the procedures for transporting and submitting medication to the nurse's office.
- Students transporting medications to school must take the medication to the nurse's office.
- Prescription medication can be given for 10 days with a parent permission form. If after 10 days the parent has not turned in a physician's request the administration of the medication will be suspended until the form is received.
- Medications that are prescribed for one time a day should be given at home.
- Medications that are prescribed for two times a day are presumed to be given before school and after school thus being administered at home.
- For medications prescribed by a physician to be given three times a day, the parent/guardian is encouraged to give a dose before school, after school and at bedtime.

The physician's request should reflect and clearly state that the medication must be given during school hours or it will be presumed that it can/will be given at home.

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 97.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

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

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

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used

in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** on page 14 for the district’s procedures for recommending a mental health intervention and the mental health liaison’s contact information;
- **Counseling** on page 54 for the district’s comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 98 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 98 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district’s elementary school student physical activity programs and requirements, please see the principal.

Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district’s junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment

(Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education

credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting the child's campus.

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.silsbeeisd.org/healthservices for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more

information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 90.]

Chronic Health Conditions

If your child has a chronic health condition which requires specific treatment, including emergent care and/or accommodations, physician's orders must be received in the nurse's office at the beginning of the current school year or upon enrollment in the district. Physician's order must be updated at the beginning of each school year.

Medical Letters For Chronic Health Condition

If a student has a medical letter for a chronic health condition on file in the attendance office stating student may be absent due to a chronic health condition, the student's parent/guardian must call or email the campus attendance clerk by 9 am on the day of the absence.

If the absences to be covered under the medical letter become excessive, the school at its discretion, may require your to have a follow up visit with the physician issuing the medical letter in order to continue to excuse absences.

Medical letters MUST be updated at the beginning of each school year.

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.silsbeeisd.org/healthservices.

[See **Celebrations** on page 45 and policy FFAF for more information.]

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 31 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the Health Services Director:

Health Services Director
415 Highway 327 West
Silsbee, Tx 77656
409-980-7800

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/home/index/574>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD

- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district’s strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement policies and plans.

Please contact Health Services Coordinator at 409-980-7800 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district’s School Health Advisory Council (SHAC) held four (4) meetings. Additional information regarding the district’s SHAC is available from the Health Services Coordinator at 409-980-7800.

[See **Human Sexuality Instruction** on page 18 and policies BDF and EHAA. for more information.]

Student Wellness Policy / Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact a campus school nurse with questions about the content or implementation of the district’s wellness policy and plan.

Homework (All Grade Levels)

See **Grading Guidelines** on page 78

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

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

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

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who have been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

SILSBEE ELEMENTARY: If the campus school nurse sends a child home due to illness, it is considered an excused absence. However, the student does not receive Perfect Attendance. If the student is present through ADA before being sent home, he/she may receive Perfect Attendance.

During Lunch

Silsbee ISD campuses are closed during the lunch period. Students may not leave to go eat lunch and then return to campus.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located on campus. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Meal Charging Policy

All meals should be paid for in advance or on a daily basis.

Silsbee ISD accepts prepayments by credit card or payments at the time of purchase by cash or check.

Parents can make payments on their student's account through Family Access, as well as, review deposits, purchases and balances.

Parents are strongly encouraged to complete a Free/Reduced Lunch Application for a determination of eligibility.

Please see the SISD website (Departments/Food Services) or log into your Family Access account to complete an Application or you may find the Application on the Silsbee ISD website at www.silsbeeisd.org.

Parents/students are fully responsible for any meal charges made before Free or Reduced Applications are approved.

Students who Withdraw from Silsbee ISD may request a refund for a positive balance remaining on their account.

Students may charge up to \$10.00 and receive a reimbursable lunch.

At a negative \$5.00 balance, the cafeteria will issue reminder notes for students to have money placed on their account.

Beyond the \$10.00 charge limit, students will receive an alternate lunch which will consist of a sandwich, fruit and milk. If a student is receiving an alternate meal on a consistent basis, the

campus Administration will investigate the situation more closely and take further action, as needed.

A la carte items may not be charged on an account.

A la carte purchases are not allowed on accounts with a negative balance.

Silsbee ISD will utilize the district's automatic phone notification system and parent email in an effort to keep parents informed of student meal account balances and charges. Parents may set up their own Balance notifications through Family Access. SISD will also notify parents by mail and/or Certified mail should there be a lingering outstanding balance.

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Gregg Weiss, Superintendent, 415 Highway 327 West Silsbee, Texas, 409-980-7800, gregg.weiss@silsbeeisd.org. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator Dr. Vicki Brantley, Special Education Services Director, 415 Highway 327 West Silsbee, Texas 409-980-7800
- All other concerns regarding discrimination: See the superintendent, Dr. Gregg Weiss, 415 Highway 327 West Silsbee, Texas, 409-980-7800, gregg.weiss@silsbeeisd.org.

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 54.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 409-980-7800 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 109.]
- Becoming a school volunteer. [See **Volunteers** on page 125 and policy GKG for more information.]
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact 409-980-7800 and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 99 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Tuesday of each month at 7:00 p. m. at Silsbee ISD Administration Building, 415 Highway 327 West, Silsbee, TX 77656. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at

Silsbee ISD Administration Building, 415 Highway 327 West, Silsbee, TX 77656 and online at [Silsbee ISD Board Agenda](#). [See policies BE and BED for more information.]

At both the campus and district levels, Silsbee ISD offers opportunities for parental involvement in matters that affect students.

- **Campus Advisory Team (CAT):** The Campus Advisory Team is made up of members of the staff and parents. Parents who wish to serve should contact the campus principal at 409-980-7800.
- **District Advisory Team (DAT):** The District Advisory Team is made up of staff members of each campus and community members. Parents who wish to serve should contact the superintendent's office 409-980-7800. The entire District Advisory Team will meet throughout the year to discuss and to address issues affecting Silsbee ISD.

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Vehicle Registration

Student parking on the Silsbee High School campus is a privilege. All students are required to register their vehicles in order to park in authorized student parking areas. The following information must be provided in order to receive a parking permit:

- A valid Texas Driver's license
- Proof of Insurance
- Parking Permission form to be submitted to the office

Established parking rules and regulations will be strictly enforced. Unless otherwise approved by an administrator, the only authorized areas for student parking is in the student parking lot and stadium visitor's lot.

Parking Permits

The cost of a student-parking permit is \$5.00.

For safety and security reasons, any student driving on campus is expected to properly display a valid SHS Parking Permit at all times. A student who fails to display a valid parking permit is subject to have his/her vehicle towed.

Parking in unauthorized areas, such as the faculty parking lot or areas adjacent to the band hall or auto shop, will result in the student losing his/her parking privileges and other disciplinary action may result. Students parking in the teachers' parking without an authorized parking pass are subject to having the vehicle towed.

The following is a list of basic driving and parking rules on the SHS Campus.

- Campus speed limit is 15 mph. Students seen surpassing this limit are subject to disciplinary actions and loss of driving privileges.
- Students driving through/parked in the bus lane between 7:30 am and 3:40 pm are subject to disciplinary actions. Students that violate state law and pass a bus when the bus' stop lights are activated will be subject to disciplinary actions and may receive legal action.
- Wreckless driving will not be tolerated and students will receive disciplinary actions when observed.

Parking violations may include but are not limited to the following:

- Parking in the teacher lot.
- Parking in more than one space.
- Parking permit not properly displayed/invalid.
- Parking in a firelane.

Disciplinary actions may include but are not limited to the following:

- Receiving a warning
- Fines
- Towing
- On-campus driving suspension
- ISS
- PACES

Driving on campus is a privilege and not a right. This privilege may be revoked at any time by campus administration.

Note: It is a violation of school policy for a student to give or loan his/her parking permit to another student. Incidents of this nature will result in the loss of the student's parking privileges.

Pledges of Allegiance and a Moment of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 20.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

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

Elementary and Middle School Grade Levels

In grades 1–5, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading and mathematics, and in two of the following three subjects: English, science, or social studies.

In grades 6–8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in ELA/R and mathematics, and in one of the following two subjects: science, or social studies.

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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

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

[See **Standardized Testing** on page 119.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student’s parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

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

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child’s participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a middle-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [See the school counselor and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

[See **Personal Graduation Plans** on page 87 for information related to the development of personal graduation plans for high school students.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 78.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 84 and **Standardized Testing** on page 119.]

Release of Students from School

[See **Leaving Campus** on page 101.]

Remote Instruction

The district may offer remote instruction when authorized by TEA.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards / Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every nine (9) weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher. [See **Working Together** on page 104 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 78 and policy EIA(LOCAL) for more information.]

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

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

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

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by contacting an administrator.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

The district is NOT responsible for medical costs associated with a student's injury. The district does make available, however, optional low-cost student accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her child will be responsible for paying insurance premiums and for submitting claims through the Department of Health Services, 1575 Hwy 96 North, 409-385-5574 or the school nurse's office.

Athletic Insurance

Silsbee ISD currently offers insurance that covers all 7-12 grade students participating in UIL sponsored activities who are injured during practice (in season or off season), competition, and travel to or from UIL sanctioned activities. For parents with existing health insurance, the district's athletic insurance will provide secondary coverage. Parents are responsible for any remaining balance after both policies have been paid. In the event of an athletic injury, all claims must first be filed with the personal insurance.

In the absence of any personal insurance coverage, the school insurance policy will serve as the primary insurance. Again, parents are responsible for any remaining balance after this policy has been paid.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: through local television and radio stations as well as posts on our website at www.silsbeeisd.org, and on our social media channels Facebook and Twitter.

[See **Communications-Automated, Emergency** on page 51 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 119.]

Schedule Changes (Middle and High School Grade Levels)

Students and school counselors work together extensively to select the classes a student will be taking the next school year. Teaching assignments are then made based upon the students' selections. Because of the reduction in personnel and budget restraints, it is very difficult to change schedules after school starts in the fall because of the impact the schedule change has upon class size. Therefore, students are encouraged to carefully select courses with the idea that they will remain in the class for the entire school year.

After that time, schedule changes will only be made for the following reasons:

- Teacher request with administrative approval due to a student's poor performance in the class.
- A student changing levels of a class from a Pre AP to a regular class.
- ARD meeting recommendations
- The need to balance class sizes
- Changes in job status which require being removed from a work program

Students who make schedule changes at any time after the Master Schedule is set will have a limited number of choices. Most classes will be full and will not be able to accommodate students who want a schedule change. Classes will not be overloaded to accommodate schedule changes.

Parents who request a teacher or course change must have a conference with the teacher and an administrator before the change can be made. Changes will only be made on an individual basis and only if the change does not overload a class. This includes moving from an honors class to a regular class. If an honors class is not completed, all grade points awarded will be awarded for the regular class.

To receive a grade in a class, the student must be in attendance in that course for the state mandated number of days. If a teacher change is made within the same course, the grades from the first teacher will be proportionally averaged with the grades from the second teacher. If the student changes course, no grade will be awarded unless the student is in attendance the state mandated number of days in the grade-awarding class.

If a teacher wishes to change a student to another teacher within the same course, the teacher must have a conference with the student, the student's parent and the new teacher prior to the change being considered (except in cases of class overloads). The change must then be approved by an administrator. This includes moving a student from an honors course to a regular course.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the

district's plan in more detail, please contact the Maintenance Department, the district's designated asbestos coordinator, at 409-980-7855.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Bernardo Koremblum
Child Nutrition Director
409-980-7822
415 Highway 327 West
Silsbee, Texas 77656
Hours: 8 a.m. to 4 p.m.

bernardo.koremblum@silsbeesd.org

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

If a graduating senior has a positive food service balance at the end of the school year, one of the following will be done to clear the positive balance:

- A check for the balance will be issued to the student if the balance remaining is \$3.00 or greater
- If the balance is less than \$3.00, the balance will be rolled into an active sibling's food service account or rolled into the active food service account of a parent/guardian who is employed by Silsbee ISD.
- If the graduating student does not have an active sibling attending or parent/guardian employed with Silsbee ISD, the balance of less than \$3.00 will be rolled into the district's General Fund.

The campus has designated three days as FMNV holidays: the day before Christmas break and Satsuma Days (2).

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the food services director. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Jared Frasher, the district's IPM coordinator, at 409-980-7855.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

SILSBEE ELEMENTARY

The library is open at 7:25 AM most mornings for AR testing only (except in special circumstances). The library is open during lunchtime most days for checking in and out books as well as AR testing. Checkout time length is fifteen (15) school days. A Book Return is positioned outside the library door for returns on days a student is not scheduled in the library with his or her teacher. Students are responsible for any materials checked out to

them and must pay for any damaged or missing items. No checkout will be made to any student who does not have a clear library record (no overdue books, no fines or charges owed).

In order to gain access to the internet, students must have a completed Acceptable Use Agreement form signed by both the student and parent on file in the library.

SILSBEE MIDDLE SCHOOL

Books may be checked out and renewed as necessary as long as students do not have overdue books or outstanding fines. Students must pay for lost or damaged books. There will be a fine of \$.05 a day for overdue books. Reference books and magazines are to be used only in the library. Students who use the library, either as part of a class or individually, will be responsible for their conduct. Library conduct will be explained to you in the classroom and will also be posted in the library.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school:

SILSBEE ELEMENTARY

Beginning at 7:30 a.m.: **Cafeteria** – All students eating breakfast; **Library** – (most mornings) 4th and 5th grade students for AR testing; **Office** – After an absence, students should go to the office to turn in any absence documentation; **Study Hall** – 4th and 5th grade students should take books and necessary supplies home with them the day before and go directly to study hall.

SILSBEE MIDDLE SCHOOL

All students, upon arrival to school in the morning, are expected to proceed immediately to the assigned areas, with the exception of students with authorized passes allowing access to specific areas of the school. Students, with authorized passes to enter specific areas of the school, are expected to remain in that area until the first bell. **For safety and security reasons, loitering in the halls is prohibited.**

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

It is the policy of the Silsbee Independent School District that every student going on a school-sponsored trip of any nature must provide his/her teacher with a consent form and medical release signed by a parent or guardian. These permission forms should be completely filled out and returned to school at least one day before the trip is scheduled. No student will be allowed to go on any trip without the required permission forms being signed and returned to the school.

SILSBEE ELEMENTARY

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.

PBSI AWARD TRIP FIRST-FIFTH

This trip is to award positive behavior. Students will not be allowed to attend if they have had any referrals to the office and or more than four assignments to lunch detention.

GRADES FIRST-FIFTH

AR Field Trip – Students who earn the required number of points on AR tests are rewarded with a field trip at the end of the year. Requirements will be determined by grade level and placement. Information about these requirements will be posted throughout the building, on the school website, and in newsletters home.

Field Trips – Teachers may choose to take their class on an educational field trip. The trip can and usually does reward the student for following the four core rules – Be Respectful, Be Safe, Be Prepared, and Be Responsible. Parents may be asked to volunteer. Teachers use daily conduct to determine whether a student can go to the trip. If a teacher believes a child's behavior could be unsafe or distract from the trip, she can choose to not take the student on the trip. Field trips are left to the discretion of the teacher.

[See **Transportation**]

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 69 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings

in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

Silsbee ISD requires drug testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or requests a permit to park a vehicle on school property. A student participating in these activities or requesting a parking permit shall be randomly tested throughout the school year. Students covered under the Mandatory Drug Testing Program include all students participating in school-sponsored extracurricular activities (UIL and non-UIL), clubs, and any student driving on campus or requesting a parking permit. Random tests shall be conducted on as many as six dates throughout the school year.

Before a student is eligible to participate in extracurricular activities or to receive a parking permit, the student shall be required annually to sign a consent form agreeing to be subject to the rules and procedures of the drug-testing program. If the student is under the age of 18, the student's parent or guardian shall also sign a consent form. If appropriate consent is not given, the student shall not be allowed to participate in extracurricular activities or to receive a parking permit.

[See **Steroids** on page 94 and the Silsbee ISD Extracurricular Handbook for details]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 57.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus office at 409-980-7800.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT / ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his

or her individualized education plan (IEP). [See **Promotion and Retention** on page 107.]

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

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

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 84.]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

If you have questions, please contact the district's foster care liaison:

Sherrie Thornhill

Assistant Superintendent of Human Resources & Curriculum

415 Highway 327 West

Silsbee, Texas 77656

sherrie.thornhill@silsbeeisd.org

(409) 980-7800

[See **Students in the Conservatorship of the State** on page 27 for more information.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, Assistant Superintendent of Human Resources & Curriculum, at 409-980-7800.

[See **Students Who Are Homeless** on page 28.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events high school football games and banquets. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 84 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Study Hall

Study hall begins the school day at 7:25 AM for many students. This study hall is provided for all students who need extra time to study. It is not exclusively for students who are failing. This is an excellent time for students who have been ill to catch up on their work under a teacher's guidance or to take make-up tests. Teachers will be on hand to help students with academic work. Students should have their books and necessary supplies with them; going to lockers before school (without a teacher's note) is not permitted. Many teachers are willing to work with students before and after school, but parents must provide transportation.

Summer School (All Grade Levels)

Currently Silsbee ISD participates in summer remediation and credit recovery programs for enrolled students only. Students wishing to attend summer programs must have been enrolled in the district for a minimum of one complete semester prior to the summer program.

Telephone Use

Silsbee Elementary

Students at Silsbee Elementary are not allowed to use the telephone except in the case of illness or emergency at which time the school nurse will direct the calls. **Students are not allowed to call for homework, progress reports, projects, supplies, or other items left at home.** It is the students' responsibility to bring these items to school with them. **Class will not be disturbed to deliver messages to students.** Students will be notified before the afternoon dismissal of transportation changes.

Silsbee High School

Students are allowed to use the phone in the office area before school, during lunch and after school for emergencies only. Students are not allowed to call for homework, projects, supplies, or other items left at home during class time. It is the student's responsibility to bring all required items to school with him/her.

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

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 26, **Bullying** on page 42, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 29, for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips** on page 116 for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

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

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Director at 409-980-7800.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

NOTE: All transportation changes must be made before 2:30 PM unless it is an emergency.

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal, who the district has designated to coordinate the implementation of and compliance with this law.

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

[For video and other recording by parents or visitors to virtual or in-person classrooms, see [Consent to Video or Audio Record a Student when Not Already Permitted by Law](#) on page 15.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see [Consent to Video or Audio Record a Student when Not Already Permitted by Law](#) on page 15.]

SILSBEE ELEMENTARY

Cell phones should remain off and pictures of other students are prohibited. **NO visitors are allowed on campus until after Labor Day.**

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students.

In an effort to provide the safest possible environment for the students, the district requires volunteers who wish to work with or around students to complete a volunteer application and pass a criminal background check. The policy applies to all volunteers who work with or around students.

Therefore, in keeping with Silsbee ISD policy, all volunteers who would like to donate their time and services must complete the appropriate volunteer application and also pass a criminal background check before access to students will be allowed. The volunteer must pay all costs for the background check. This policy includes, but is not limited to, individuals who apply for substitute positions in classrooms, seek to serve as chaperones for school activities either on campus or off campus, seek membership in booster clubs, etc. Please see the campus secretary if you are interested in volunteering.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

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

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

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

APPENDIX I

Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Student Welfare from Bullying Policy](#). Below is the text of Silsbee ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING
Adopted on March 12, 2012

FFI(LOCAL)

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

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

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

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

This conduct is considered bullying if it:

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

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

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

Examples 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.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

The principal or designee shall refer to FDB for transfer provisions.

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Retention of records shall be in accordance with CPC(LOCAL).

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.