2021-22
Academic School Year
Student/Parent Handbook
# Table of Contents

Preface ............................................................................................................................................. 12

2021-22 Acknowledgment of Electronic Distribution of the Spring Independent School District Student-Parent Handbook .......................................................................................................................... 14
Notice Concerning Privacy of Student and Directory Information .................................................. 15
Notice Concerning Privacy of Student and Directory Information Form ........................................ 16
State Testing Schedules ...................................................................................................................... 17
ACT/SAT/PSAT Testing Dates https://collegereadiness.collegeboard.org/ ........................................ 18
Student Calendar Breaks and Holidays ............................................................................................... 19
Spring ISD Elementary Schools ........................................................................................................ 21
Spring ISD Middle Schools ................................................................................................................ 23
Spring ISD Ninth Grade Centers ....................................................................................................... 25
Spring ISD High Schools .................................................................................................................. 25
Administration, Transportation and Police Department ..................................................................... 27
  Non-discrimination Statement ........................................................................................................... 27

Spring Independent School District Profile of a Graduate ................................................................. 29
  College and Career Readiness .......................................................................................................... 29
  Social and Global Responsibility ....................................................................................................... 29
  Student Responsibilities .................................................................................................................... 29
  Parent Responsibilities ..................................................................................................................... 30
  Teacher Responsibilities ................................................................................................................... 31
  Administration Responsibilities ........................................................................................................ 31

SECTION I: PARENTAL RIGHTS ......................................................................................................... 32

Consent, Opt-Out, and Refusal Rights ............................................................................................... 32
  Consent to Conduct a Psychological Evaluation .............................................................................. 32
  Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service .......... 32

Mental Health Support and Suicide Awareness ................................................................................ 33
  Consent to Display a Student's Original Works and Personal Information .................................... 33
  Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14 .......... 34
  Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law ................. 34
  Prohibiting the Use of Corporal Punishment .................................................................................. 34
  Limiting Electronic Communications with Students by District Employees .................................. 34
  Objecting to the Release of Directory Information ....................................................................... 34
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only) ................................................................. 35
Participation in Third-Party Surveys .................................................................... 35

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction ...... 36
Human Sexuality Instruction ............................................................................. 36
Reciting a Portion of the Declaration of Independence in Grades 3-12 ............... 36
Reciting the Pledges to the U.S. and Texas Flags .............................................. 37
Religious or Moral Beliefs .................................................................................. 37
Tutoring or Test Preparation ............................................................................. 37

Right of Access to Student Records, Curriculum Materials, and District Records/Policies ....................... 37
Instructional Materials .................................................................................... 37
Notices of Certain Student Misconduct to Noncustodial Parent ....................... 37
Participation in Federally Required, State-Mandated, and District Assessments ...... 38
Teacher and Staff Professional Qualifications ................................................. 42

Students with Exceptionalities or Special Circumstances .................................. 42
Parental Role in Certain Classroom and School Assignments ......................... 42
Multiple Birth Siblings ..................................................................................... 42
Safety Transfers/Assignments ........................................................................... 42

Service/Assistance Animal Use by Students ..................................................... 43

Students in the Conservatorship of the State (Foster Care) ................................ 43
Students Who Are Homeless ............................................................................ 43

Collaborative Student Support (CSS) [Response to Intervention] ....................... 44

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services .... 44

Students Who Receive Special Education Services with Other School-Aged Children in the Home ........... 46
Students Who Speak a Primary Language Other than English .......................... 46

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS.......................... 48

Absences/Attendance ....................................................................................... 48
Compulsory Attendance .................................................................................. 48
Failure to Comply with Compulsory Attendance ............................................. 50
Documentation After an Absence (All Grade Levels) ...................................... 52
Doctor’s Note After an Absence for Illness (All Grade Levels) ......................... 53
Driver License After an Absence for Illness (All Grade Levels) ......................... 53
Official Attendance-Taking Time (All Grade Levels) ....................................... 53
Tardies ............................................................................................................. 54

Academic Dishonesty....................................................................................... 55
Academic Information ........................................................................................................... 55
Accountability Under State and Federal Law (All Grade Levels) ........................................ 56
Bilingual Education ............................................................................................................. 56
Assignments/Make-up Work/Grades for Late Assignments .................................................. 56
Armed Services Vocational Aptitude Battery Test ............................................................... 57
Bullying ............................................................................................................................... 57
SB 179 (David’s Law): An Update on Anti-Cyberbullying Laws in Texas.............................. 58
  Reporting Assault and Harassment by Repeated Electronic Communication ..................... 59
  Earlier Parent Notification ............................................................................................... 59
Anonymous Reporting Procedures ....................................................................................... 59
  Expansion of DAEP and expulsion for serious bullying and cyberbullying ...................... 59
  Training, Prevention and Mediation, and Mental Health Support ...................................... 59
Injunctive Relief ................................................................................................................. 60
Conclusion ......................................................................................................................... 60
Campus Behavior Coordinator .......................................................................................... 60
Campus Regulations ......................................................................................................... 60
  Security ............................................................................................................................ 60
  Consequences ................................................................................................................ 61
  Facilities .......................................................................................................................... 61
  Students .......................................................................................................................... 61
  Supervision ..................................................................................................................... 61
Campus Other .................................................................................................................... 61
  Backpacks/Book Bags/Purses ......................................................................................... 61
  Class Interruptions ......................................................................................................... 62
  Computer Use/Internet Access ....................................................................................... 62
  Lockers ........................................................................................................................... 62
  Photo IDs ......................................................................................................................... 62
  Motorized Vehicles ........................................................................................................ 62
  School Telephone Calls ................................................................................................. 64
  Skateboards ..................................................................................................................... 64
  Social Events .................................................................................................................. 64
  Campus Services ............................................................................................................ 64
  Conduct ........................................................................................................................... 65
  Counseling ....................................................................................................................... 65
  Communication-Automated ............................................................................................. 66
Course Credit (Secondary Grade Levels Only) .................................................. 66
Credit by Examination — with prior instruction ............................................. 66
Credit by Examination for Advancement/Acceleration If a Student Has Not Taken the Course/Subject ...... 67
Elementary Grade Level Acceleration Students Grades K-5 .............................. 67
Course Acceleration for Secondary Grades 6-12 ........................................... 67
Career and Technical Education (CTE) Programs .......................................... 67
Celebrations ................................................................................................... 68
Child Nutrition Services .................................................................................. 68
  Community Eligibility Provision ................................................................. 68
  Free and Reduced Meal Applications ......................................................... 68
  Online Payments ....................................................................................... 68
  Meals ........................................................................................................... 69
  Menu ......................................................................................................... 69
  Parents ...................................................................................................... 69
Child Sexual Abuse and Other Maltreatment of Children .................................. 69
Warning Signs of Trafficking ......................................................................... 70
  Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children .............. 71
Class Schedules ............................................................................................. 71
Collaborative Student Support (CSS) [Response to Intervention] ...................... 72
  College and University Admissions (Secondary Grade Levels Only) .................. 72
  College Credit Courses (Secondary Grade Levels Only) ................................ 72
  Complaints and Concerns (All Grade Levels) ........................................... 73
Course Catalog ............................................................................................... 74
Course Level Changes .................................................................................... 74
Course Schedule Changes ............................................................................. 74
Dating Violence, Discrimination, Harassment and Retaliation (All Grade Levels) ...................... 75
  Dating Violence ....................................................................................... 75
  Discrimination ......................................................................................... 75
  Harassment .............................................................................................. 75
  Investigation of Report ........................................................................... 76
  Sexual Harassment and Gender-Based Harassment .................................. 76
  Retaliation ............................................................................................... 76
  Reporting Procedures ............................................................................. 77
Disruption of School Operations ..................................................................... 77
Distance Learning .......................................................................................... 78
Distribution of Literature, Published Materials, or Other Documents ................................................................. 78
Dress and Grooming (All Grade Levels) ..................................................................................................................... 79
Electronic Devices and Technology Resources (All Grade Levels) ........................................................................ 81
English Learners (All Grade Levels) ......................................................................................................................... 81
Enrollment and Withdrawal ......................................................................................................................................... 82
  Immunizations ............................................................................................................................................................. 82
  Proof of Identity ....................................................................................................................................................... 85
  Residency Requirements for Enrollment .................................................................................................................. 85
  Registration ................................................................................................................................................................. 86
  Students Acting as Own Agent ................................................................................................................................. 86
  Students in Foster Care .............................................................................................................................................. 86
  Withdrawal from School ............................................................................................................................................ 86
Extracurricular Activities, Clubs and Organizations ................................................................................................ 87
  Activities Limitations ................................................................................................................................................. 88
  Athletics ...................................................................................................................................................................... 88
  Beginning Year Eligibility ....................................................................................................................................... 88
  Cheerleaders ............................................................................................................................................................... 88
  Consequence ............................................................................................................................................................. 89
  During Year Eligibility .............................................................................................................................................. 89
  Gangs/Secret Societies ............................................................................................................................................ 90
  High School Clubs/Activities .................................................................................................................................. 90
  Ineligible Status ....................................................................................................................................................... 90
  National Honor Society ............................................................................................................................................. 90
  National Technical Honor Society (NTHS) .................................................................................................................. 91
  National Junior Honor Society .................................................................................................................................. 91
  Participation in Extracurricular Activities .................................................................................................................. 92
  Practice Limitations .................................................................................................................................................. 93
  Student Council ......................................................................................................................................................... 93
  Standards of Behavior for Extracurricular Activities .................................................................................................. 94
Fees .................................................................................................................................................................................. 94
Fundraising ...................................................................................................................................................................... 94
Gang-Free Zones ........................................................................................................................................................... 94
General Information about School Hours .................................................................................................................... 95
Gifted and Talented ......................................................................................................................................................... 95
Grade-Level Classification (Grades 9–12 Only) .......................................................................................................... 96
Grading Guidelines (All Grade Levels) ................................................................. 96
Grading Calculation (Elementary) ................................................................. 96
Grading Calculation (Middle School) ............................................................ 96
Grading Calculation (High School) ............................................................... 97
Grading (Secondary Grade Levels Only) ....................................................... 98
  Testing Requirements for Graduation ......................................................... 98
Hazing ............................................................................................................. 99
Health-Related Matters .................................................................................. 99
  COVID-19 ................................................................................................... 99
  Food Allergies ............................................................................................ 100
  Head Lice .................................................................................................... 100
  Student Illness ............................................................................................ 100
  High School Class Rank/Highest Ranking Student/Academic Achievement [See policy EIC (LOCAL).] ............................................................. 101
  Applicable semesters ................................................................................ 101
  Determining Class Rank with Different Grade Point Scales .................. 101
  Dual Credit ................................................................................................. 102
  Grade Point System for Class Entering 2015–16 or Later ....................... 102
  Grade Point System for Class Entering 2014–2015 or Earlier ............... 103
  Spring ISD Final Exemption Rules ............................................................. 104
  Transfer Students ...................................................................................... 104
  Valedictorian/ Salutatorian Honors ............................................................ 104
Home Access Center ..................................................................................... 105
Homeless Students (All Grade Levels) .......................................................... 105
Distinguished Achievement Graduation Programs ...................................... 105
  Academic Performance Award .................................................................. 105
  Available Course Options for All Graduation Programs ....................... 105
  Dedicated Service Graduate (DSG) ............................................................ 105
  Foundation Graduation Program ................................................................ 105
  For Student Enrolled Prior to 2014-2015 .................................................. 108
  Graduation Ceremony Participation ........................................................... 110
  Graduation Expenses ............................................................................... 111
  Graduation Speakers ................................................................................ 111
  Personal Graduation Plans for Students under the Foundation Graduation Program................................................................. 111
  Scholarships and Grants .......................................................................... 112
Students with Disabilities .......................................................... 112
Naviance (secondary grades) .......................................................... 113
Other Health Related Matters ......................................................... 113
Asbestos Management Plan ......................................................... 113
Pest Management Plan (All Grade Levels) ...................................... 113
Physical Fitness Assessment (Grades 3–12) ...................................... 113
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property) ......................................................... 113
Parent-Teacher Conferences ......................................................... 114
PE Non-Participation ...................................................................... 114
PE Substitute Changes .................................................................. 114
Physical Activity Requirements ...................................................... 114
Elementary School ........................................................................ 114
Junior High/Middle School ............................................................ 114
School Health Advisory Council (SHAC) ........................................ 115
Student Wellness Policy/Wellness Plan .......................................... 115
Law Enforcement Agencies ............................................................. 115
Notification of Law Violations ....................................................... 115
Questioning of Students ................................................................ 115
Students Taken into Custody ......................................................... 115
Leaving Campus ........................................................................... 116
Lost and Found ............................................................................. 117
Makeup Work ................................................................................ 117
DAEP Makeup Work Grades 9–12 ................................................. 117
In-School Suspension (ISS) Makeup Work ...................................... 117
Makeup Work Because of Absence (All Grade Levels) ................... 117
Medicine in School ....................................................................... 118
Naviance ....................................................................................... 119
Parent and Family Engagement (All Grade Levels) ....................... 119
Physical Examinations/Health Screenings ..................................... 121
Pledges of Allegiance and a Minute of Silence (All Grade Levels) ......................................................................................... 121
Prayer (All Grade Levels) .............................................................. 121
Promotion and Retention .............................................................. 121
Elementary and Middle School Grade Levels ............................. 122
High School Grade Levels ............................................................ 123
Promotion and Participation ......................................................... 123
School-Sponsored Trips .............................................................. 133
Searches .................................................................................. 133
Section 504 ............................................................................... 133
Services and Programs ............................................................... 133
Special Campuses ...................................................................... 133
  Carl Wunsche Sr. High School (CWHS) .................................. 133
  Roberson Middle School ......................................................... 134
Special Education ...................................................................... 134
Standardized Testing ................................................................. 135
  Secondary Grade Levels .......................................................... 135
Steroids ..................................................................................... 136
Students’ Desks and Lockers ..................................................... 136
Students in Foster Care ............................................................... 136
Student Speakers ..................................................................... 137
Substance Abuse Prevention and Intervention ............................ 137
Suicide Awareness ................................................................... 137
Summer Program ..................................................................... 137
Telecommunications and Other Electronic Devices (All Grade Levels) ........................................................................ 137
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) ........................................................................ 137
Textbooks and Materials ........................................................... 138
Trained Dogs (All Grade Levels) ................................................ 138
Transfer of Grades .................................................................... 139
Transfers from One Classroom to Another ................................. 139
Vandalism ................................................................................ 139
Vehicles on Campus (Secondary Grade Levels Only) ............... 139
Vending Machines .................................................................... 139
Video Cameras .......................................................................... 140
 Visitors to the School (All Grade Levels) ................................ 140
Volunteers ................................................................................ 140
Voter Registration (Secondary Grade Levels Only) .................... 140
Waiver of Fees ......................................................................... 141
Withdrawing from School .......................................................... 141
GLOSSARY ............................................................................... 142
APPENDIX I ............................................................................. 145
Preface
To Students and Parents:

Welcome to school year 2021-22! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Spring Independent School District Student/Parent Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

**Section I — PARENTAL RIGHTS** — with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

**Section II — OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS** — Organized by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Spring Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.springisd.org/codeofconduct and is available in hard copy upon request.

The Student/Parent Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the Student/Parent Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student/Parent Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.
Although the Student/Parent Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your child have questions about any of the material in this handbook, please contact the school administrator or the Office of School Leadership at 281-891-6731.

Your child’s school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal.

Also, please complete and return to your child’s campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student’s enrollment:

1. Acknowledgment of Electronic Distribution of Student/Parent Handbook;
3. 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

Note References to policy codes may be included so that parents can refer to current board policy. The district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at: http://www.springisd.org/policy.

Accessibility
If you have difficulty accessing the information in this document because of disability, please contact Office of School Leadership 281-891-6731.
2021-22 Acknowledgment of Electronic Distribution of the Spring Independent School District Student-Parent Handbook
(Sign and Return a Copy for Each Student Enrolled)

My child and I have been notified that I can either electronically access the 2021-22 Spring ISD Student-Parent Handbook on the Spring ISD website (www.springisd.org), click on the Parent (tab) look at Resources for Parents or receive a paper copy by requesting it from my child’s campus.
I have chosen to:

☐ Receive a paper copy of the Student-Parent Handbook.

☐ Accept responsibility for accessing the Student-Parent Handbook by visiting the web address listed above.

I understand and consent to the responsibilities outlined in the Spring ISD Student-Parent Handbook. 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 the behavior and consequences outlined in the Student-Parent Handbook while at school and at school-sponsored activities, regardless of time or location. I understand that failure to sign and acknowledge receipt of this handbook does not absolve me from the obligation to comply with all rules set out in the handbook and codes of conduct.

Printed Name of Student:

________________________________________

Campus:

________________________________________

Signature of Student:

________________________________________

Signature of Parent:

________________________________________

Date:
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 of their students. 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 Spring 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 by September 3, 2021. As designated by Spring ISD Board policy, the following information is considered directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports;

Student 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, Spring ISD publications, the Spring 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. Spring 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 this form to notify the District by September 3, 2021. 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 by September 3, 2021.
Only complete and return this form if you want your student’s information kept private.

Directory Information – GENERAL STUDENT DATA
I do not want my child's address, electronic mail address, telephone listing, date and place of birth, dates of attendance, grade level, and most recent educational agency or institution attended to be released.

Student’s Full Name:__________________________  Grade:__________________________

School:____________________________________  ID:__________________________

Parent /Guardian:__________________________  Date:__________________________

Directory Information – STUDENT PUBLICITY
I do not want my child’s name, photograph, grade level, participation in officially recognized activities and sports, weight and height if a member of an athletic team, honors and awards received, interviews and/or student work to be published or released to the media. If you indicate that you would like this information kept private, your student’s information will NOT be included in publications such as the yearbook, sports roster, or graduation program.

Student’s Full Name:__________________________  Grade:__________________________

School:____________________________________  ID:__________________________

Parent /Guardian:__________________________  Date:__________________________

Directory Information – 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 Full Name:__________________________  Grade:__________________________

School:____________________________________  ID:__________________________

Parent /Guardian:__________________________  Date:__________________________
### State Testing Schedules
#### Elementary School Testing Schedule

<table>
<thead>
<tr>
<th>GRADES K-5</th>
<th>STAAR</th>
<th>TEST DATE</th>
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</thead>
<tbody>
<tr>
<td>Grades 3-8</td>
<td>STAAR Alt 2</td>
<td>TBD</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Writing</td>
<td>TBD</td>
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<tr>
<td>Grade 5</td>
<td>Math</td>
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<tr>
<td>Grade 5</td>
<td>Reading</td>
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<tr>
<td>Grade 3-5</td>
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<tr>
<td>Grade 3-4</td>
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<td>Grade 5</td>
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</tr>
<tr>
<td>Grade 5</td>
<td>Science</td>
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<tr>
<td>Grade K-12</td>
<td>TELPAS &amp; TELPAS Alt</td>
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#### Middle School Testing Schedule

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<td>Science</td>
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<td>Grade 8</td>
<td>Social Studies</td>
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<td>Grade K-12</td>
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#### High School Testing Schedule

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**ACT/SAT/PSAT Testing Dates** [https://collegereadiness.collegeboard.org/](https://collegereadiness.collegeboard.org/)

SAT School Day Testing is **11th Grade** (out of district testing dates)

<table>
<thead>
<tr>
<th>TESTING DATE</th>
<th>REGISTRATION DEADLINE</th>
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<tr>
<td>TBD</td>
<td>Dates to be determined due to COVID. Updates will be forthcoming.</td>
<td>TBD</td>
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</table>

ACT Testing Dates (out of district testing dates)

<table>
<thead>
<tr>
<th>TESTING DATE</th>
<th>REGISTRATION DEADLINE</th>
<th>LATE REGISTRATION (additional fee)</th>
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</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Dates to be determined due to COVID. Updates will be forthcoming.</td>
<td></td>
</tr>
</tbody>
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**2021 SAT/PSAT Registration Information and Test Dates Important Registration Details:**

2021 SAT School-Day Testing: Given to eligible juniors during the school day. Students will register using the online Student Direct registration method.

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT/NMSQT</td>
<td>TBD</td>
<td>10th &amp; 11th grade only</td>
</tr>
<tr>
<td>SAT School Day</td>
<td>TBD</td>
<td>11th grade</td>
</tr>
<tr>
<td>PSAT 8/9</td>
<td>TBD</td>
<td>8th/9th grade</td>
</tr>
</tbody>
</table>

*ACT and SAT testing sites are Dekaney High School, Spring Early College Academy, Spring High School, Westfield High School and Carl Wunsche Sr. High School.*

*PSAT and AP testing occur at each high school campus, including Carl Wunsche Sr. High School and Spring Early College Academy.*
Student Calendar Breaks and Holidays

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 6</td>
<td>Labor Day</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Half Day AM/ Parent Conferences PM</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Half Day AM/Teacher Prep PM</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Election Day</td>
</tr>
<tr>
<td>Nov. 22-26</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec. 17</td>
<td>Half Day AM/Teacher Prep PM</td>
</tr>
<tr>
<td>Dec. 20-3</td>
<td>Winter Holiday</td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Half day AM/Parent Conferences PM</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>Presidents Day</td>
</tr>
<tr>
<td>March 11</td>
<td>Half Day AM/Teacher Prep PM</td>
</tr>
<tr>
<td>March 14-18</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 15</td>
<td>Spring Holiday</td>
</tr>
<tr>
<td>May 26</td>
<td>Half Day AM/Teacher Prep PM</td>
</tr>
<tr>
<td>May 30</td>
<td>Memorial Day</td>
</tr>
</tbody>
</table>

Intersession Breaks

Intersession Breaks allow the district to conduct rolling closures as needed or provide instruction for identified students. Seniors will do remote learning from home during these times.

Staff Calendar Breaks and Holidays

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 6</td>
<td>Labor Day</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Half Day AM/ Parent Conferences PM</td>
</tr>
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</tr>
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<td>Half Day AM/Teacher Prep PM</td>
</tr>
<tr>
<td>Dec. 20-3</td>
<td>Winter Holiday</td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Half day AM/Parent Conferences PM</td>
</tr>
<tr>
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<td>May 26</td>
<td>Half Day AM/Teacher Prep PM</td>
</tr>
<tr>
<td>May 30</td>
<td>Memorial Day</td>
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</tbody>
</table>
Grading Periods

Pre-K - Kindergarten Grading Periods

4 Cycles

<table>
<thead>
<tr>
<th>Periods</th>
<th>Report Card Dates</th>
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<tbody>
<tr>
<td>Aug. 11 - Oct. 08</td>
<td>Oct. 22</td>
</tr>
<tr>
<td>Oct. 12 - Dec. 17</td>
<td>Jan. 14</td>
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<tr>
<td>Jan. 04 - March 11</td>
<td>April 01</td>
</tr>
<tr>
<td>March 21 – May 26</td>
<td>May 26</td>
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</table>

Elementary Grading Periods

4 Cycles

<table>
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<th>Periods</th>
<th>Report Card Dates</th>
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<tbody>
<tr>
<td>Aug. 11 - Oct. 08</td>
<td>Oct. 15</td>
</tr>
<tr>
<td>Oct. 12 - Dec. 17</td>
<td>Jan. 7</td>
</tr>
<tr>
<td>Jan. 04 - March 11</td>
<td>March 25</td>
</tr>
<tr>
<td>March 21 - May 26</td>
<td>May 26</td>
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</table>

Secondary Grading Periods

4 Cycles

<table>
<thead>
<tr>
<th>Periods</th>
<th>Report Card Dates</th>
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<tbody>
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<td>Aug. 11 - Oct. 08</td>
<td>Oct. 15</td>
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<tr>
<td>Oct. 12 - Dec. 17</td>
<td>Jan. 7</td>
</tr>
<tr>
<td>Jan. 04 - March 11</td>
<td>March 25</td>
</tr>
<tr>
<td>March 21 - May 26</td>
<td>June 10</td>
</tr>
</tbody>
</table>

School Hours

In-Person Learning Hours:

- 8:05 a.m. – 3:25 p.m.    Elementary Schools
- 8:55 a.m. – 4:15 p.m.    Middle Schools
- 7:20 a.m. – 2:40 p.m.    High Schools
## Spring ISD Elementary Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Phone</th>
<th>Address</th>
<th>Fax</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANDERSON ELEMENTARY</strong></td>
<td>281-891-8360</td>
<td>6218 Lynngate Dr., Spring 77373</td>
<td>281-891-8361</td>
<td>Kristin Falcon, Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Antoinette Clark, Asst. Principal</td>
</tr>
<tr>
<td><strong>LEWIS ELEMENTARY</strong></td>
<td>281-891-8720</td>
<td>3230 Spears Rd., Houston 77067</td>
<td>281-440-4088</td>
<td>Grace Leal, Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jesus Garcia, Asst. Principal</td>
</tr>
<tr>
<td><strong>BAMMEL ELEMENTARY</strong></td>
<td>281-891-8150</td>
<td>17309 Red Oak Dr., Houston 77090</td>
<td>281-880-6652</td>
<td>Berky Hernandez-Owolabi, Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Claudine Davis, Asst. Principal</td>
</tr>
<tr>
<td><strong>LINK ELEMENTARY</strong></td>
<td>281-891-8390</td>
<td>2815 Ridge Hollow Dr., Houston 77067</td>
<td>281-891-8391</td>
<td>Tangy Stith, Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Floralba Reyna, Asst. Principal</td>
</tr>
<tr>
<td><strong>BENEKE ELEMENTARY</strong></td>
<td>281-891-8450</td>
<td>3840 Briarchase Dr., Houston 77014-2755</td>
<td>281-891-8451</td>
<td>Kenisha Williams, Principal</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Tyra Pruitt, Asst. Principal</td>
</tr>
<tr>
<td><strong>MAJOR ELEMENTARY</strong></td>
<td>281-891-8870</td>
<td>16855 Sugar Pine Dr., Houston 77090</td>
<td>281-891-8871</td>
<td></td>
</tr>
<tr>
<td><strong>BOOKER ELEMENTARY</strong></td>
<td>281-891-8753</td>
<td>22352 Imperial Valley Dr., Houston 77073</td>
<td>281-891-8751</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Keisha Womack, Principal</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Meewan Wright, Asst. Principal</td>
</tr>
<tr>
<td><strong>MARSHALL ELEMENTARY</strong></td>
<td>281-891-4900</td>
<td>24505 Binnamwood Blvd., Spring 77373</td>
<td>281-891-4901</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Judith Alarcon, Principal</td>
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<td></td>
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<td></td>
<td>Sandra Lewis, Asst. Principal</td>
</tr>
<tr>
<td><strong>BURCHETTE ELEMENTARY</strong></td>
<td>281-891-8633</td>
<td>3366 James Leo Dr., Spring 77373-1700</td>
<td>281-528-6351</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yvette Casas, Principal</td>
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<td>Brenda Kieso, Asst. Principal</td>
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<td></td>
<td>Jewel Jefferson, Asst. Principal</td>
</tr>
<tr>
<td><strong>McNABB ELEMENTARY</strong></td>
<td>281-891-8690</td>
<td>743 E Cypresswood Dr., Spring 77373</td>
<td>281-528-5980</td>
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<td></td>
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<td></td>
<td></td>
<td>Melissa Warford, Principal</td>
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<td></td>
<td>Justin Jackson, Asst. Principal</td>
</tr>
<tr>
<td><strong>CLARK PRIMARY (PK-1)</strong></td>
<td>281-891-8600</td>
<td>12625 River Laurel Dr., Houston 77014</td>
<td>281-880-6396</td>
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<td></td>
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<td>Cynthia Gomez, Principal</td>
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<td></td>
<td>Lakeshia Dunevant, Asst. Principal</td>
</tr>
<tr>
<td><strong>MEYER ELEMENTARY</strong></td>
<td>281-891-8270</td>
<td>16330 Forest Way Dr., Houston 77090</td>
<td>281-895-0807</td>
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<td>C'ne Dawkins, Principal</td>
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<td>Tamika Mitchell Jackson, Asst. Principal</td>
</tr>
<tr>
<td><strong>CLARK INTERMEDIATE (2-5)</strong></td>
<td>281-891-8540</td>
<td>1825 Rushworth Dr., Houston 77014</td>
<td>281-891-8541</td>
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<td>Katherine Fisher, Principal</td>
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<td></td>
<td>Sherie Allen-Ford, Asst. Principal</td>
</tr>
<tr>
<td><strong>NORTHGATE CROSSING ELEMENTARY</strong></td>
<td>281-891-8780</td>
<td>23437 Northgate Crossing Blvd., Spring, TX 77373</td>
<td>281-891-8781</td>
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<td></td>
<td></td>
<td>Kristi Brown, Principal</td>
</tr>
<tr>
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<td></td>
<td>Alma Torres Miller, Asst. Principal</td>
</tr>
<tr>
<td>School Name</td>
<td>Phone 1</td>
<td>Phone 2</td>
<td>Address 1</td>
<td>Phone 3</td>
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<tr>
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</tr>
<tr>
<td>COOPER ELEMENTARY</td>
<td>281-891-8660</td>
<td>Fax 281-209-0035</td>
<td>18655 Imperial Valley Dr., Houston 77073</td>
<td></td>
</tr>
<tr>
<td>Mayra Garcia, Principal</td>
<td></td>
<td></td>
<td>17202 Butte Creek Rd., Houston 77090</td>
<td>Fax 281-891-8181</td>
</tr>
<tr>
<td>TBD, Asst. Principal</td>
<td></td>
<td></td>
<td>LaFredrick Smith, Principal</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Natalie Johnson, Asst. Principal</td>
<td></td>
</tr>
<tr>
<td>EICKENROHT ELEMENTARY</td>
<td>281-891-8840</td>
<td>Fax 281-891-8841</td>
<td>15252 Grand Point Dr., Houston 77090</td>
<td></td>
</tr>
<tr>
<td>Hanna Swearingen, Principal</td>
<td></td>
<td></td>
<td>3975 Gladeridge, Houston 77068</td>
<td>Fax 281-891-8241</td>
</tr>
<tr>
<td>Julie Smith, Asst. Principal</td>
<td></td>
<td></td>
<td>Dr. Angeles Perez, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tim Livingston, Asst. Principal</td>
<td></td>
</tr>
<tr>
<td>HERITAGE ELEMENTARY</td>
<td>281-891-8510</td>
<td>Fax 281-819-8511</td>
<td>12255 T.C. Jester Blvd., Houston 77067</td>
<td></td>
</tr>
<tr>
<td>Trenn Russell, Principal</td>
<td></td>
<td></td>
<td>25705 Hardy St., Spring 77373</td>
<td>Fax 281-891-8571</td>
</tr>
<tr>
<td>Demetrice Hubbard, Asst. Principal</td>
<td></td>
<td></td>
<td>Asia Whitehead, Principal</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ketina Willis, Asst. Principal</td>
<td></td>
</tr>
<tr>
<td>HIRSCH ELEMENTARY</td>
<td>281-891-8330</td>
<td>Fax 281-891-8331</td>
<td>2633 Trailing Vine Rd., Spring 77373</td>
<td></td>
</tr>
<tr>
<td>Dr. Clare Resilla, Principal</td>
<td></td>
<td></td>
<td>26000 Cypresswood Dr., Spring 77373</td>
<td>Fax 281-891-8421</td>
</tr>
<tr>
<td>Na’Carol Dixon Hall, Asst. Principal</td>
<td></td>
<td></td>
<td>Shimona Eason, Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stacey Phillips, Asst. Principal</td>
<td></td>
</tr>
<tr>
<td>HOYLAND ELEMENTARY</td>
<td>281-891-8810</td>
<td>Fax 281-891-8811</td>
<td>2200 Whittershaw Dr., Houston 77090</td>
<td></td>
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<tr>
<td>Elisa Cole, Principal</td>
<td></td>
<td></td>
<td>12470 Walters Rd., Houston 77014</td>
<td>Fax 281-891-8481</td>
</tr>
<tr>
<td>Val’ree Shankell, Asst. Principal</td>
<td></td>
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<td>De’onica Amerson, Principal</td>
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<td>Vernecca Day, Asst. Principal</td>
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<tr>
<td>JENKINS ELEMENTARY</td>
<td>281-891-8300</td>
<td>Fax 281-891-8301</td>
<td>4615 Reynaldo Dr., Spring 77373</td>
<td></td>
</tr>
<tr>
<td>Tiffany Weston, Principal</td>
<td></td>
<td></td>
<td>2175 Spring Creek Dr., Spring 773730</td>
<td>Fax 281-528-9158</td>
</tr>
<tr>
<td>Wesley Vaughan, Asst. Principal</td>
<td></td>
<td></td>
<td>Todd Armelin, Principal</td>
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<td></td>
<td></td>
<td></td>
<td>Cynthia Carreon, Asst. Principal</td>
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</tbody>
</table>
## Spring ISD Middle Schools

### BAILEY MIDDLE SCHOOL
3377 James C. Leo Dr., Spring 77373  
Shundra Brown, Principal  
Kara Marquez, Assoc. Principal  
Daniella Cole, Asst. Principal  
JySyria Selmon, Asst. Principal  
Lauren Hooks, Asst. Principal  
281-891-8000  
Fax 281-891-8001

### BAMMEL MIDDLE SCHOOL
16711 Ella Blvd., Houston 77090  
Corey LeDay, Principal  
Crystal Brown, Assoc. Principal  
Daphne Wilson, Assoc. Principal  
Antoinette Clark, Asst. Principals  
Jarrod Collins, Asst. Principal  
281-891-7900  
Fax 281-891-7901

### CLAUGHTON MIDDLE SCHOOL
3000 Spears Rd., Houston 77067  
Rodney Louis, Principal  
Karol Galindo, Asst. Principal  
Lameisha Watts, Asst. Principal  
Elvis Anderson, Asst. Principal  
Yolanda Jones, Associate Principal  
281-891-7950  
Fax 281-891-7951

### DUEITT MIDDLE SCHOOL
1 Eagle Crossing, Spring 77373  
Paul Carampatan, Principal  
Eugene Daniels, Asst. Principal  
Shamethia Dillard, Asst.Principal  
Amanda Kelly, Asst. Principal  
Tatia Williams, Asst. Principal  
281-891-7800  
Fax 281-891-7801

### ROBERSON MIDDLE SCHOOL
12430 Veterans Memorial Drive, Houston 77014  
Cecelia Brumsey, Principal  
TBD, Asst. Principal  
Candance Gilliam, Asst. Principal  
Nicole Dunbar, Asst. Principal  
281-891-7700  
Fax 281-891-7701
SPRING LEADERSHIP ACADEMY
14450 T.C. Jester, Houston 77014
Dr. Kevin Banks, Principal
Detrick McAfee, Assoc. Principal

SPRINGWOODS VILLAGE MIDDLE SCHOOL
1120 Crossgate Blvd., Spring 77373
Kimberly Culley, Principal
Andrew Bailey, Assoc. Principal

TWIN CREEKS MIDDLE SCHOOL
27100 Old Cypresswood Dr., Spring 77373
Dr. Evette Shelby-King, Principal
Ami Mai, Asst. Principal
Sonya Simon Clark, Assoc. Principal
Joseph McLain, Asst. Principal
Shalynndrea Sterling, Asst. Principal

WELLS MIDDLE SCHOOL
4033 Gladeridge, Houston 77068
LaQuisha Knowles, Principal
Casey Wheaton, Assoc. Principal
Daniel Pfannstiel, Asst. Principal
Derreka Shelton, Asst. Principal
Jermaine Zanders, Asst. Principal
Spring ISD Ninth Grade Centers

DEKANEY HIGH SCHOOL – NINTH GRADE CENTER  281-891-7432
22351 Imperial Valley Dr., Houston 77073
Brandi Rodney, Administrator
Leticia Kelly, Assoc. Principal
Daniel Slack, Assoc. Principal

SPRING HIGH SCHOOL – NINTH GRADE CENTER  281-891-7391
19640 Lockridge Dr., Spring 77373
Hannibal Trent, Administrator
Marsha Willis, Asst. Principal
David Sanchez, Asst. Principal

WESTFIELD HIGH SCHOOL – NINTH GRADE CENTER  281-891-7411
1500 Southridge Rd., Houston 77090
Cecily Parker, Administrator
Henry Hobbs, Asst. Principal
Rasheda Malveaux, Asst. Principal

Spring ISD High Schools

DEKANEY HIGH SCHOOL  281-891-7260
22351 Imperial Valley Dr., Houston 77073  Fax 281-891-7261
Alonso Reynolds III, Principal
Tess Bennet, Assoc. Principal
JoAnne Belotro-Crawford, Asst. Principal
Michael Thurman, Asst. Principal
Richard Hoard, Asst. Principal

SPRING HIGH SCHOOL  281-891-7000
19428 I-45 N, Spring 77377  Fax 281-891-7001
James Golden, Principal
Veonda Emholtz, Asst.
Dr. Grace Nickerson Asst. Principal
Kelley Mclean, Asst. Principal
Ramona Riviere, Asst. Principal
Dr. Samson Moreno, Assoc. Principal
Perry Russell, Asst. Principal
Monea Beene, Asst. Principal
WESTFIELD HIGH SCHOOL  281-891-7130
16713 Ella Blvd., Houston, 77090  Fax 281-891-7131
David Mason, Principal
TBD, Assoc. Principal
Purnell Harvey, Assoc. Principal
Karen Jones, Asst. Principal
Tomas Clay, Asst. Principal
Johnathan Claiborne, Asst. Principal
Marlene Blandon, Asst. Principal
Laura Hunter, Asst. Principal

WUNSCHE HIGH SCHOOL  281-891-7650
900 Wunsche Loop, Spring 77373  Fax 281-891-7651
Dr. Alfred James, Principal
Danielle Williams, Assoc. Principal
Ayesha Ahmad, Assoc. Principal
Dan Ponce, Asst. Principal
Andrew Papke, Asst. Principal
Ericca Douglas, Asst. Principal

SPRING EARLY COLLEGE ACADEMY  281-891-6880
2700 W. W. Thorne Dr., Academic Building,  Fax 281-891-6881
Suite A 104, Houston, TX 77073
Kristine Guidry, Principal
Tanisha Lee, Assoc. Principal

VIRTUAL LEARNING PROGRAM  281-891-6223
1001 Southridge, Houston, TX 77090  Fax 281-891-4854
Stacy Rodgers, Administrator

RICHEY ACADEMY  281-891-6710
341 E. Richey Rd., Houston 77073  Fax 281-866-0429
TBD, Principal
Non-discrimination Statement

In its efforts to promote nondiscrimination and as required by law, Spring Independent School 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 CTE programs, and 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: [name, title, physical address, phone number, and email]. 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 coordinate compliance with these legal requirements:

- Ben Hernandez, Title IX Coordinator, located at 16717 Ella Blvd., Houston, Texas 77090-4299, 281-891-6133, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: name, title, physical address of students, and phone numbers.
- Ty Bailey, ADA/Section 504 Coordinator, located at 16717 Ella Blvd., Houston, Texas 77090-4299, 281-891-6278, for concerns regarding discrimination on the basis of disability: name, title, physical address of students, and phone numbers.
- All other concerns regarding discrimination: See the superintendent, Dr. Rodney E. Watson. [See policies FB, FFH, and GKD.]
Spring Independent School District Profile of a Graduate
The primary goal of the educational process is to produce graduates who are equipped for life. In preparation for both post-secondary education and rewarding careers, Spring Independent School District graduates will:

College and Career Readiness
- Possess a strong academic foundation to insure post-secondary success.
- Utilize critical thinking to set and achieve goals.
- Manage time effectively while demonstrating professionalism.
- Network and collaborate to innovate and problem solve.
- Practice fiscal responsibility.
- Monitor and assess personal professional performance.
- Apply technology effectively.

Social and Global Responsibility
- Lead by effectively communicating ideas and inspiring others.
- Possess a global mindset with an appreciation for others’ perspectives.
- Embrace diversity and equality.
- Practice ethical behaviors, exhibiting integrity and respect.
- Model outstanding citizenship and a commitment to community service.
- Engage actively in the democratic process.
- Live healthy and well-balanced lifestyles.
- Demonstrate a respect for the environment.
- Practice fiscal responsibility.

Student Responsibilities
In order to achieve the Spring Independent School District mission and ensure that students learn in an environment that is safe and free from disruption, each student is expected to:

- Attend all classes daily and promptly.
- Be prepared for each class with appropriate materials and assignments.
- Be properly dressed and groomed.
- Respect the rights and property of others and the school.
- Act responsibly.
- Pay required fees and fines unless they are waived.
- Refrain from offenses of the Student Code of Conduct.
- Obey all school rules including safety rules.
- Seek changes in school rules and District policies in an orderly and responsible manner through appropriate channels.
- Give school information to parents.
▪ Visit another school only when it is appropriate to be there.
▪ Acknowledge that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.
▪ Cooperate with staff in investigation of disciplinary cases and volunteer information relating to a serious offense.
▪ Wear photo identification tag on campus and at school activities, according to campus policy. A replacement fee will be charged for lost or damaged identification tags.
▪ All home, work, cell and emergency contact information must be kept current throughout the school year.

Parent Responsibilities
Parents – Our Most Important Partners
Your support, encouragement and participation in your child’s education are very important. Spring Independent School District values the partnership between schools and families as we work together to benefit children. Your input and involvement in your child’s education is the key to success in school. If you have questions, please feel free to call the school or make an appointment with your child’s teacher. We welcome and need you as partners.

▪ Return the student acknowledgment form with your signature, indicating that you have read the student rules and consent to the responsibilities outlined in this plan.
▪ Ensure your child attends school daily and arrives on time. Promptly report and explain absences and tardies to the school.
▪ Encourage proper study habits at home.
▪ Participate in meaningful parent-teacher conferences to discuss your child’s educational progress and welfare.
▪ Attend parent-training workshops for home reinforcement of study skills and specific curriculum objectives to assist your child, if needed.
▪ Stay informed of school rules and procedures. Encourage your child to follow these procedures.
▪ Participate in school-related organizations and functions.
▪ Be sure that your child is appropriately dressed for school and school-related activities and has all materials needed for class.
▪ Discuss report cards and school assignments with your child. View and discuss progress reports with your child and teachers.
▪ Notify school authorities of any learning problem or condition that may relate to your child’s education.
▪ Maintain up-to-date school records for your child including: home, work, cell and emergency telephone numbers and other pertinent information.
▪ Cooperate with school administrators and teachers to assist your child.
▪ Be sure your child attends school tutorials when needed.
▪ Teach your child to respect the rights and property of others. A student’s parent is legally liable for property damage caused by negligent or malicious student conduct.
Comply with all school rules. If you disagree with a rule or request, please respectfully follow the proper procedures to seek resolution. [See section under STEPS.]

**Teacher Responsibilities**

- Use appropriate discipline management techniques developed in the District’s Discipline Management Plan.
- Ensure good student discipline by being in regular attendance, on time.
- Perform teaching duties with appropriate preparation, assignments and resource materials.
- Comply with District and school policies, rules, regulations and directives.
- Maintain an orderly classroom atmosphere conducive to learning.
- Establish rapport and an effective working relationship with parents, students and other staff members.
- Encourage students to strive toward self-discipline.
- Encourage good work habits that will lead to the accomplishment of personal goals.
- Serve as an appropriate role model for students in accordance with the standards of the teaching profession.
- Wear photo identification tag on campus and at school activities, according to campus policy.

**Administration Responsibilities**

- Establish the learning climate for the school.
- Provide instructional leadership.
- Respond to discipline problems referred by teachers or other staff members.
- Encourage parent communication with the school, including participation in required parent-teacher conferences.
- Provide appropriate assistance to students in learning self-discipline.
- Serve as appropriate role models for students on campus in accordance with the standards of the profession.
- Respond to discipline problems referred by teachers or other staff members.
- Monitor program implementation and classes for instructional quality.

**SECTION I: PARENTAL RIGHTS**

This section of the Spring Independent School District Student/Parent Handbook includes information related to certain rights of parents as specified in state or federal law.

Note: A written statement to the campus principal stating a decision to opt out must be submitted by September 3, 2021.

**Consent, Opt-Out, and Refusal Rights**

**Consent to Conduct a Psychological Evaluation**

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.
Beginning with the 2021-22 school year, HB 18 (86th Legislative Session) requires a district to include in its student handbook the procedures for providing notice to a parent recommending intervention for a student regarding mental health, substance abuse, or risk of attempting suicide. The district may, but is not required to, develop an internal reporting mechanism and designate at least one person to act as a mental health liaison. If the district chooses not to identify a mental health liaison, adjust the text by referring readers to an appropriate administrator for further information.

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. 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 a possible need for intervention and provides information about available counseling options.

The district’s procedures are as follows:

Once district personnel are made aware that a student is exhibiting a mental health concern, such as substance abuse, suicidal/homicidal ideation, or other mental health crisis, that interferes with the student’s daily functioning, the student will be referred to the campus counselor and/or district mental health personnel. After consulting with the student, the counselor and/or district mental health personnel will determine if the student needs a mental health screening to determine the level of distress. The counselor/district mental health personnel will contact the parent/guardian. Based on the severity of the screening, if the parent/guardian is unable to come to the campus to address the determined need of the student, the counselor/district mental health personnel will notify the proper authorities. The counselor/district mental health personnel and school will work with the parent/guardian to establish a safety plan, as well as provide the parent/guardian with contact information for additional resources.

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

The Department of Guidance & Counseling and Mental Health can be reached at 281-891-6383 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.

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

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.
Mental Health Support and Suicide Awareness

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

Department of Guidance & Counseling and Mental Health provides training to counselors and district mental health liaison on district procedures addressing signs and symptoms of mental health, trauma informed, Child safety and welfare reporting.

Counselors are provided the tools for individual and group counseling to address social emotional growth to allow safe, supportive, and positive school climate.

Substance abuse prevention and intervention; The District Substance Abuse Counselor provides individual and group counseling; prevention and intervention services related to substance use. The Substance Abuse Counselor offers an evidence-based approach lesson that educates and informs 5th grade scholars of the dangers of vaping and other substance abuse.

Grief counseling is provided to students as needed through counselors, The Mental Health Intervention Team and contracted services.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district’s website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A child under the age of 14 must have parental permission to receive instruction in the district’s Parenting and Paternity Awareness Program (P.A.P.A); otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district’s health education classes.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

- State law permits the school to make a video or voice recording without parental permission for the following circumstances:
  - When it is to be used for school safety;
  - When it relates to classroom instruction or a co-curricular or extracurricular activity;
  - When it relates to media coverage of the school; or
  - When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.
Prohibiting the Use of Corporal Punishment
The board prohibits the use of Corporal Punishment in the District. Students shall not be spanked, paddled or subjected to other physical forces as a means of discipline for violation of the Student Code of Conduct. (FO Local)

Limiting Electronic Communications with Students by District Employees
Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual’s professional responsibilities. An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please 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 child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school wide 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 a student’s directory information. This objection must be made in writing within ten school days of the student’s first day of instruction for this school year. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the forms packet.]

For all other purposes, the district has identified the following as directory information: student name; address; electronic e-mail address; telephone listing; date and place of birth; major field of study; degrees; honors; awards received; dates of attendance; grade level; most recent educational institution attended; grade level and participation in recognized activities and sports. If you do not object to the use of your child’s information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)
The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or to institutions of higher education.
Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation.

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF (LEGAL).]

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

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Note: this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

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) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual
activity for unmarried persons of school age;

- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy 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.

Parents have a right to review the curriculum materials and to remove their child from any part of this instruction without subjecting the student to any disciplinary action, academic penalty or other sanction imposed by the District or the student’s school.

Reciting a Portion of the Declaration of Independence in Grades 3-12

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your 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 in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The schools will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student’s parent consents to this removal.

The School may also offer tutorial services which students whose grades are below 70 will be required to attend.
Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials
As a parent, you have a 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 to your child.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child’s teacher.

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.

Participation in Federally Required, State-Mandated, and District Assessments
You may request information regarding any state or district policy related to your child’s participation in assessments required by federal law, state law, or the district.

Accessing Student Records
You may review your child’s student 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
- State assessment instruments that have been administered to your child
- Teaching materials and tests used in your child’s classroom

Authorized Inspection and Use of Student Records
A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an “eligible” student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.

The right to 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.

The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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 any 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 primarily restricted to an eligible student or a student’s parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records, without written consent of the parent or eligible student, in the following circumstances:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular 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 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. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorize 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, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

- To individuals or entities granted access in response to a subpoena or court order.

- To another school, school district/system, or institution of postsecondary education to which student seeks or intends to enroll or in which he or she is already enrolled.
In connection with financial aid for which a student has applied or which the student has received.

To accrediting organizations to carry out accrediting functions.

To organizations conducting studies for, or on behalf of, the school, in order 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 information, it has designated as directory information.

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 the custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides 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 these records. The address of the superintendent’s office is Gordon M. Anderson Leadership Center, 16717 Ella Blvd. Houston, Texas 77090-5213.

The addresses of the principals’ offices are listed in the front portion of the handbook and on the district website.

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 in the record 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 the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom 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 policy. [See FINALITY OF GRADES at FNG (LEGAL).]

The Family Educational Rights and Privacy Act (FERPA) protects a student’s school records from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school. School officials, including teachers, who have legitimate educational interests, have access to personally identifiable information in education records. An administrator, nurse, or teacher is
entitled to access a student’s medical records maintained by the District for reasons determined in District policy. A student’s educational record is an official record and must be maintained in the student’s legal name, per the original birth certificate or court document. Falsification of a name on a legal document is a violation of the Texas Penal Code.

Requests to examine a student’s personal information must be made in person to the Registrar and in writing by the eligible student or his/her parent or guardian. The request shall identify the specific record(s) to be examined. The appointment for examination of the student records will be scheduled through the campus within 48 hours of the time of request.

By law, eligible parents and eligible students have access to a student’s records unless prohibited by court orders.

If the principal has reviewed and copied an original court order specifically terminating a parent’s right to his or her child’s educational records, that parent will be denied access to his or her child’s records.

An eligible parent means a parent of a student and includes: a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Parents have the right to file a complaint regarding violations of FERPA with the Department of Education, Family Policy Compliance Office (http://www2.ed.gov/policy/gen/guid/fpco/index.html).

Copies of Records
Copies of student records on standard sized paper (8.5” x 11”) may be obtained from the school for 10 cents per page. Oversized paper is 50 cents per page. In the event the records include more than 50 pages the cost will be higher. A handwritten request from the student’s parent or guardian should be submitted to the school office. The request shall identify the specific record(s) to be copied. Requests are scheduled within 48 hours of receipt to allow preparation of necessary records.

Record Corrections
Students 18 years of age or older who are not dependent students, as defined in Section 152 of the Internal Revenue Code of 1986, and parents of minor students may inspect records and request a correction if the records are inaccurate, misleading, or otherwise in violation of privacy or other rights. If the District refuses the request to amend the records, the person making the request has the right to a hearing and to place in the student’s records a statement commenting on the information. Although improperly recorded grades may be challenged, the student or parents are not allowed to contest grades through this process. The student or parents have the right to file a complaint with the Superintendent if they feel the District is not in compliance with the law regarding student records.

Report Cards/Progress Reports and Conferences and Complaints and Concerns
The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office and at www.springisd.org.

The parent’s or eligible student’s right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher’s personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.
Teacher and Staff Professional Qualifications
You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

In compliance with the requirements of the Elementary and Secondary Education Act the Spring Independent School District would like to inform you that you may request information about the professional qualifications of the student’s teacher(s).

The following information may be requested:
1) Whether the teacher has met the state’s requirements for the certification for the grade level and subject areas in which the teacher provides instruction;
2) Whether the teacher is teaching under an emergency or other provisional status through which state qualifications or certification criteria have been waived;
3) Whether the student is provided services by paraprofessionals, and if so, their qualifications.

Students 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.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

Additional information may be found at http://tea.texas.gov/index2.aspx?id=7995

Parental Role in Certain Classroom and School Assignments
Multiple Birth Siblings
As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(Legal).]

Safety Transfers/Assignments
As a parent, you may:
▪ Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.

▪ Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

▪ Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds.

▪ Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students
A parent of a student who uses a service/assistance animal because of the student’s disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.

Students in the Conservatorship of the State (Foster Care)
A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district’s established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student passes one semester of a two-semester course. A student who is currently in the conservatorship of the state and who is moved outside of the district’s or school’s attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district’s or school’s boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, 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 to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

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

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

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

Multi-Tiered Systems of Support (MTSS)/Response to Intervention

If a child is experiencing academic and/or behavioral difficulties, the parent may contact district or campus personnel to inquire about MTSS/RtI services. Students having difficulty in either area may be considered for services including tutorial, intervention programs, credit recovery, grade repair, and other Academic or behavior support services that are available to all students. The implementation of MTSS/RtI had the potential to have a positive impact on the ability of our district to meet the needs of all learners.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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

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

Special Education Referrals:

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

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

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

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

Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals: Rekina Romes, Special Education Director for Accountability and Assessment, 281-891-6275

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

Contact Person: Campus Student Support Specialist

Phone Number: Main line Number for Campus

A request for 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 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.

TEA’s statement in English and Spanish may be found at: https://tea.texas.gov/index2.aspx?id=2147499632
Section 504 Referrals:
Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district’s or charter school’s Section 504 program. Districts and charter schools 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. In Spring ISD we follow the special education evaluation timelines for students being considered for section 504 services.

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:

Contact Person: Campus Student Support Specialist

Phone Number: Main line Number for Campus

Additional Information:
The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Students Who Receive 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, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home.

Students Who Speak a Primary Language Other than English
A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English language learner. However, pending the receipt of parental consent or denial services, an eligible student will receive the services to which the student is entitled and eligible. In order to determine a student’s level of proficiency in English, the LAPC will use the information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at the 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 Spanish version of STAAR may be administered to an English language 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.

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.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student’s age or grade level. Should you be unable to find the information on a particular topic, please contact your campus principal.

Absences/Attendance

Regular school attendance is essential for students to earn the full value of his or her education. Daily attendance allows students the benefit of: teacher-led instruction, peer discussion, building each day’s learning on the previous day’s learning, participating in school activities, and growing as individuals. Absences may result in serious disruption of a student’s mastery of instruction; therefore, the student and parent should make every effort to avoid unnecessary absences.

There are state laws that deal with the required presence of school-aged children in school, (e.g., compulsory attendance) and how a child’s attendance affects the award of a student’s final grade and/or course credit. The 90% rule is still in effect for 2021-2022. The attendance requirements for students remain the same regardless of in person or remote learning. Each student is required to attend their synchronous learning sessions, which similar to attending classes on campus. Campuses will provide detailed schedules of their synchronous sessions.

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 19**

State law requires that a student between the ages of 6 and 19 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 attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/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 a student age 19 or older has 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.]

**Exemptions to Compulsory Attendance (All Grade Levels)**

Students are required by state law to be in attendance for at least 90 percent of the days a class is offered in order to receive credit for the classes in which they are enrolled. Unexcused absences indicate the failure to comply with compulsory attendance and may result in legal and disciplinary consequences. If a student accumulates sufficient excused absences to be unable to meet the attendance requirement, a recommendation may be made by the principal or the principal’s designee to the school attendance committee to grant the student credit for that class.

If a student accumulates a sufficient number of unexcused absences to be unable to meet the per-semester requirement, a recommendation will be made by the principal or his designee to the school attendance committee to deny the student credit for that class for that semester.

A student will not be counted absent for a documented appointment with a doctor, dentist or other health care professional if the student attends school at any time on the day of the appointment, and if the student satisfactorily completes the missed school work in a reasonable amount of time.

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

- Personal illness of the student;
- Illness or death in the family of the student;
- Medical or dental appointments for the student if that student begins class or returns to school on the same day of the appointment;
- Weather or road conditions making travel dangerous;
- Religious holy day observance for the student;
- Days of suspension for which a student has satisfactorily completed assignments;
- Late enrollment/early withdrawal of a migratory student as defined by Code of Federal Regulations;
- Court-ordered or legally-related absence for the student;
- Any other unusual causes acceptable to the principal;
- Military-absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district (no more than five excused absences per year will be permitted for this purpose);
- Activities related to obtaining U.S. citizenship;
- Up to two days per school year for service as a student voting or elections clerk (verification of service required); and
- Up to two days during a junior’s school year and up to two days during a senior’s school year for visiting colleges or universities.

Secondary Grade Levels

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving 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; and
- A student serving as an election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the district of these activities.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absence without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action. A notice will inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent.

Truancy charges are filed in the Harris County Precinct Four Courts. Students and parents who continue to have compulsory attendance issues may be summoned by the court to answer for the compulsory attendance problems. If a student fails to appear in court when summoned regarding a Failure to Attend School case, their Texas Driver’s License may be suspended or a HOLD placed on it until all fines are paid.
to courts. If a parent fails to appear in court when summoned regarding a Parent Contributing to Non-Attendance, a warrant may be issued for their arrest. [See policy FEA (LEGAL).]

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

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

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

If you have questions about your student and the effect of his or her absences from school, please contact the campus principal or any other campus administrator. A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year. If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. A school registrar may withdraw a student under the age of 18 who has been absent for ten consecutive school days and continuous attempts to contact the student or the parent or guardian have been unsuccessful. [See policy FEA (LEGAL).]

**Intervention of Failure to Comply with Compulsory Attendance**
Spring ISD campuses will make reasonable attempts to support student attendance, including but not limited to, contacting students and parents at home or requesting medical certification. When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school Attendance Clerk/Registrar will issue a Truancy Warning Letter advising the student and parent of the dates of the unexcused absences, State law, and Spring ISD policy regarding unexcused absences. If the student continues to accrue unexcused absences and campus interventions are not effective, then the student will be referred to the Spring Independent School District Truancy Division for investigation.

**Attendance for Credit or Final Grade (Kindergarten–Grade 12)**
To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to
the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM (LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to 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).

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

**Documentation After an Absence (All Grade Levels)**

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.
Doctor’s Note After an Absence for Illness (All Grade Levels)
Within 2 days of returning to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be 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 student’s absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC (LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)
For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Official Attendance-Taking Time (All Grade Levels)
The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during the following times:

- High School - 9:20 am
- Elementary - 9:30 am
- Middle School - 10:30 am

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.

Students Leaving School Early
For a student to leave the campus during the school day, the parent or legal guardian must provide a written note to the attendance office. The note should contain the full name of the student, date, grade, time and reason for dismissal, his or her parent’s daytime phone number and signature.

Elementary School Level
A sign-in and sign-out sheet is to be filled out by the parent in the school office when a student arrives late or is dismissed early. Students will not be released unless the parent or legal guardian arrives in person at school and shows proper identification to sign the child out.

Middle School Level
Students will not be released unless the parent or legal guardian arrives in person and shows proper identification. A parent or legal guardian must have proper identification upon check-in with the campus and must sign out in person with the student at the attendance office.
High School Level

Early dismissal students must have on their person a document identifying them as eligible for early dismissal. The student must show the permit to the teacher in his or her last class at the time he or she is to leave. The student must sign out at the attendance office or the parent or legal guardian must sign the student out as he or she leaves the building in order not to be considered truant.

Tardies

Being in class on time means being seated with materials and supplies when the bell begins to ring. A student who is late to school must go to the attendance office, sign in and get a tardy slip. A note from the parent explaining the tardy is requested. The tardy may be excused or unexcused. Tardies will be handled in accordance with school and class rules.

Academic Dishonesty

Academic dishonesty includes but is not limited to cheating, copying another student's work, plagiarism, and unauthorized communication between students during an examination. Any student determined to have engaged in academic dishonesty will be subject to grade penalties, including receiving a grade of zero. The student's parents will be contacted by the teacher and any applicable conduct grade will be lowered accordingly. The reduction in conduct grade may affect a student’s eligibility for student honors, student leadership positions, and membership in some student organizations. A discipline consequence may be assigned to a student found guilty of academic dishonesty. Teachers will inform students of the course consequences for academic dishonesty at the beginning of the semester.

Academic Information

All Spring ISD schools are fully accredited by the Texas Education Agency. Each district is required to develop a remote learning plan and submit it to the Texas Education Agency for review and approval. This plan must also be posted on the Spring ISD website for parents to view. District administration is currently finalizing the remote learning plan and will post it once completed.

Spring ISD offers a balanced elementary curriculum, which emphasizes academic skills and thinking processes, along with a variety of opportunities for enrichment and acceleration. Elementary subjects include reading, language arts, mathematics, social studies, science, art, music and physical education. All curriculum is based on the Texas Essential Knowledge and Skills (TEKS). Instructional programs and procedures undergo continuous evaluation. The TEKS-based curriculum is enriched through a number of special programs, including problem solving and writing using computers. Special program descriptions follow.

The Pre-kindergarten, half day, instruction is provided for a child who is 4 years old by September 1 and who meets one or more of the following criteria:

- family income qualifies for the national free or reduced-price lunch program
- the child is unable to demonstrate proficiency in speaking and comprehending the English language
- the child qualifies as homeless
- the family qualifies as an active duty member of the armed forces of the United States
- placement by CPS
- or placement in foster care
Students may not enroll without meeting at least one of these qualifications.

The Pre-Kindergarten program in Spring ISD uses the state commissioner’s recommended curriculum guidelines to ensure that students have the opportunity to achieve knowledge and skills that will help them attain future academic success. Once enrolled in Pre-Kindergarten, regular attendance is required.

Spring ISD offers a full day kindergarten program, which provides the basic learning foundations to aid children throughout their education. Activities and curriculum materials are provided to give each child a solid foundation in the areas of intellectual, creative, social and emotional development, oral language, reading, mathematics, science, social studies, and physical development.

Accountability under State and Federal Law (All Grade Levels)

Spring Independent School District and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA;
- The performance ratings of the district’s evaluation of community and student engagement using the indicators required by law; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Information about all of these can be found on the district’s website at www.springisd.org. Hard copies of any reports are available upon request to the district’s administration office. TEA also maintains additional accountability and accreditation information at: http://www.texaschoolaccountabilitydashboard.org and http://www.tea.texas.gov.

Bilingual Education

In Spring ISD, this language program is offered in grades PK-5. “The goal of Bilingual education programs shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school.” (Texas Education Agency)

Assignments/Make-up Work/Grades for Late Assignments

Parents should contact the school to obtain the student’s make-up assignments. In the event that a student has scheduled a make-up exam date and is absent on that day, the student should be prepared upon returning to the class to take the make-up exam.

Students are expected to complete and turn in work on time. This includes work begun in class and homework. Work will be accepted late only under extenuating circumstances. Such circumstances must be rare, critical and must not allow one student an unfair advantage over other students. Failure to ultimately complete and turn in assignments will result in a zero.
In the case of long-term assignments accompanied by class presentations, the assignment for the entire class will be due in the same week with the possibility of specific dates in later weeks for the presentation.

The District shall not impose a grade penalty for make-up work after an absence because of suspension. A student expelled from school for the remainder of the semester or for the remainder of the school year shall not receive credit for courses.

Late work will be accepted according to campus guidelines to allow a student to demonstrate mastery of the curriculum. Late work guidelines will be developed at the campus level, approved by the appropriate assistant superintendent, and followed by all teachers on that campus.

Tutorials shall be offered for students performing below grade level or as determined by the teacher to supplement a student’s learning. The tutoring/make-up period is scheduled at each campus. Tutoring is available either before or after school on most weekdays. Dates and times of tutorials are determined by each individual campus. Arrangements should be made with the student’s teacher. Credit for course is not earned through tutorials.

At elementary campuses, activity buses are available in the afternoon for students who stay for after-school tutoring.

**Armed Services Vocational Aptitude Battery Test**

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

Please contact the Principal about this opportunity.

**Bullying**

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in physical or emotional harm to the student or the student’s property;
- Places a student in reasonable fear of physical harm or of damage to the student’s property; or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called “cyber bullying.”

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.
If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

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

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

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

SB 179 (David’s Law): An Update on Anti-Cyberbullying Laws in Texas

Today’s students face unique challenges, navigating the world both enriched and complicated by technology and social media. After the deaths of several students were attributed to bullying by other students, state lawmakers responded during the 85th legislative session by strengthening existing anti-bullying laws. This article reviews Senate Bill 179 (also known as David’s Law), which took effect September 1, 2017, confronting a frequent menace to online culture: cyberbullying.

New definitions of bullying and cyberbullying

The new law broadens the definition of bullying to include a single significant act or pattern of acts by one or more students against another student that exploits an imbalance of power and involves engaging in expression (written, verbal, or electronic) or physical conduct that:

- physically harms a student, damages a student’s property, or places 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 school or classroom; or
- infringes on the rights of the victim at school.

Tex. Educ. Code § 37.0832(a) (1).

The law also now explicitly uses the term “cyberbullying,” defining it as any bullying done through the use of any electronic communication device, which includes cameras, social media applications, Internet Websites, and any other Internet-based communication tool, in addition to more traditional devices like phones, e-mail, and instant or text messaging. Tex. Educ. Code § 37.0832 (a) (2).

In the past, schools had limited authority to regulate conduct occurring off-campus or on vehicles not operated by the district. Now, in addition to conduct on school property or at school-related activities,
cyberbullying can also be regulated by schools if the conduct:

- is delivered to school property or site of a school-related activity;
- occurs on a publicly or privately-owned school bus or vehicle being used to transport students to or from school or a school-related activity; or
- occurs off school property or outside of school-related events but the conduct interferes with a student’s educational opportunities or substantially disrupts operations of a school, classroom, or school-related activity.


**Reporting Assault and Harassment by Repeated Electronic Communication**

The law now allows reporting to the SISD Police Department by a principal or designee, other than a counselor, who has reasonable grounds to believe a student engaged in conduct constituting criminal assault or harassment by repeated electronic communication. Tex. Educ. Code § 37.0151 (a). Any person who makes such a report is immune from civil or criminal liability or disciplinary action. Tex. Educ. Code § 37.0151 (c). School employees and volunteers who act under related policies and procedures are also immune from suit and liability. Tex. Educ. Code § 37.0151 (g), (h).

**Earlier Parent Notification**

New changes include a requirement that schools notify parents of potential bullying recipients within three business days of the date bullying allegations were reported, rather than waiting for the findings of an investigation. Likewise, a parent or guardian of an alleged bully, regardless of whether or not an allegation is confirmed, must be notified within a reasonable amount of time after the reporting of an incident. Tex. Educ. Code § 37.0832 (c).

**Anonymous Reporting Procedures**

To prevent retaliation, the law now mandates that school boards adopt policies allowing students to anonymously report incidents of bullying. Tex. Educ. Code § 37.0832 (c) (6).

**Expansion of DAEP and expulsion for serious bullying and cyberbullying**

Schools may now expel or place in a disciplinary alternative education program (DAEP) any student who engages in more serious acts of bullying involving suicide, inciting violence, or release of intimate visual material. Tex. Educ. Code § 37.0052 (b).

The law amends the Texas Penal Code to increase criminal penalties, adding jail time and higher fines, for harassment by repeated electronic harassment and for violating restraining orders or injunctions prohibiting such offenses. Tex. Penal Code § 42.07 (c).

**Training, Prevention and Mediation, and Mental Health Support**

To ensure that principals and teachers are adequately trained to support bullying-related consequences, new laws allow schools to include in continuing education requirements training regarding how grief and trauma affect student learning and behavior. Tex. Educ. Code § 21.054 (d-2), (e-2).

In addition, the Texas Education Agency will establish and maintain an Internet website to provide resources for school employees regarding working with students with mental health conditions. Tex. Educ. Code § 21.462.

Furthermore, school districts may establish district-wide policies to assist in prevention and mediation of

Regardless of whether such policies are established, school counselors are required, in addition to existing responsibilities, to serve as impartial, non-reporting resources for interpersonal conflicts and discord involving two or more students, including accusations of bullying. Tex. Educ. Code § 33.006 (b) (7).

Injunctive Relief
Perhaps one of the most important tools added by David’s Law is the ability of a person who is cyberbullied to seek injunctive relief against the perpetrator of the cyberbullying. Tex. Civ. Prac. & Rem. Code § 129A.002 (a). The new injunctions require a lower legal burden than other types, requiring only a showing that the recipient is likely to succeed in establishing cyberbullying. Tex. Civ. Prac. & Rem. Code § 129A.002 (c). The court also has the authority to order preservation of electronic communication. Tex. Civ. Prac. & Rem. Code § 129A.002 (e). The Texas Supreme Court is expected to create publicly available injunctive relief application form, which must be accepted by courts unless there is a substantive defect that cannot be cured. Tex. Civ. Prac. & Rem. Code § 129A.003.

Conclusion
As laws governing student behavior continue to adapt to an evolving cyberspace environment, school administrators should continue to take all allegations of bullying or cyberbullying seriously. And while there is no panacea to prevent all bullying, school administrators and parents can use additional tools offered by David’s Law both to manage inappropriate online behaviors and help students engage more safely in their virtual worlds.

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 contact information for each campus behavior coordinator is available on the district’s website at www.springisd.org or by contacting the Office of Student Affairs is listed below

Campus Regulations
Security
Maintaining safe and secure schools is one of the priorities of the District’s Five-Year Education Plan. The following measures will be in place during the 2021-22 school year to ensure safe and secure schools. Other measures will be added as they become necessary

Thomas Graham, Jr.
tgraham@springisd.org
281-891-6319
Consequences

- Threats of violence will be treated the same as an actual act of violence.
- Students whose conduct violates offenses outlined in the Student Code of Conduct and/or safety measures can be removed from their regular school and be placed in a Disciplinary Alternative Education Program operated either by Spring ISD, the Harris County Department of Education, or the Harris County Juvenile Board.
- Students or parents who violate offenses outlined in the level Student Code of Conduct and/or safety measures may also be subject to consequences imposed by the court system.

Facilities

- Schools have surveillance cameras, burglar alarm systems, and fire alarm systems that are monitored around-the-clock.
- Entrances to schools will be limited after the school day begins each day.
- Video surveillance cameras are located in all Spring ISD facilities and all Spring ISD school buses.

Students

- Each secondary student must be able to produce a school and/or campus-issued Photo ID upon request.
- Grooming and/or attire that is disruptive is not permitted.
- Electronic devices shall not be used or visible and shall be silenced during regular school hours when not in use with authorization. If confiscated, they will be returned in accordance with the District’s Regulations.
- Secondary students may be subject to metal detector screening of their person and possessions throughout the school year.

Supervision

- All school district staff will wear a photo ID during the school day and school events.
- Contractors working on school projects will be screened by the Spring ISD Police
- Department and will wear a photo ID while on school property.
- All visitors, regardless of how frequently they visit a building, will be required to sign-in through V-soft at the front desk and wear visitor’s badge.
- Secondary schools will have at least one-armed Spring ISD Police officer assigned full-time.
- Spring ISD Police officers will patrol all District facilities around-the-clock.
- Walk-through metal detectors may be used at all high school sporting events and at various other school activities.

Campus Other

Backpacks/Book Bags/Purses

Carrying backpacks/book bags and purses is considered a privilege and may be revoked. The principal may require that bags be stored in the student’s locker or other storage facility and not be used for carrying books and/or school supplies between classes. The regulations regarding backpacks/book bags and purses may
vary from campus to campus. Please contact your child’s principal if you have specific questions.

Class Interruptions
Scheduled class time for students will not be interrupted by activities unrelated to the instructional program. The school will not accept flowers and other deliveries of a personal nature for students.

Computer Use/Internet Access
Students will be permitted to use District computers or personal use devices and to appropriately access the Internet once the student and/or the parent sign permission and acknowledgement forms. All student computer use shall be in accordance with District policy and teacher directives. Inappropriate use or abuse of District computers, personal devices and/or the Internet will result in denial or restriction of the privilege to use the District’s computers and possible further disciplinary action in accordance with the Student Code of Conduct.

Lockers
In secondary schools, students may be assigned a locker. It is the responsibility of the student to keep his/her locker clean and orderly at all times. School lockers are the property of Spring ISD. Inspection of lockers may be conducted by school authorities for any reason at any time, without notice and without student consent. Spring ISD police officers may conduct searches with probable cause. School personnel or Spring ISD police officers using trained dogs make periodic locker checks. Anything in a student’s locker is considered to be in the control of the student. Students may not affix anything permanently inside the locker. A student should not permit another student to share his or her locker at any time. Student use of a locker belonging to another student may result in a disciplinary consequence. Students may not place their own lock on a locker without prior administrator approval. Combination locks are preferred. The combination shall be given to the coach/sponsor/administrator. Students must not fix or jam the locking device on the locker. Damage to lockers by students may result in fines and/or disciplinary consequences.

Photo IDs
Some elementary campuses and all secondary campuses will issue each student a Photo ID at the beginning of the school year or when they enroll. The student is required to have the ID badge in their possession. Campuses may require the ID badge to be worn on the outside of their clothing. The ID badges are to be worn to school and school activities that take place during the school day. The Photo ID will be required for a student to check materials out of the school library, to access food services in the cafeteria, to board a school bus, and for admission to all school activities. ID’s may also be required at school events that take place outside of the regular school day.

Discipline consequences may be assigned to students not possessing their Photo ID. A student’s ID badge must be maintained in the same condition as issued or student will be required to purchase a new one. A replacement fee will be charged for lost or damaged identification tags.

Motorized Vehicles
A student driving a car or motorcycle to school must be a licensed driver and have state-required liability insurance coverage. The student must register the motor vehicle and obtain a parking sticker in the
assistant principal’s office during the first week of school. The parking sticker must be affixed by its own adhesive in the lower corner of the passenger side of the front windshield. Motorcycles must have a parking sticker affixed to the left side of the gas tank. The cost for a parking permit is $35 per year. Replacement permits cost up to $2 each, and permits for additional cars in the same family cost $2. No refunds will be given. Campus parking tickets may also be issued with parking fines charged to students based on the following schedule: First-$2, Second-$3, Third-$5, Fourth -$10 (and all subsequent parking tickets issued to that vehicle). School administrators may assign disciplinary consequences, including, but not limited to, revoking parking privileges for the remainder of the year for excessive parking violations or failure to pay accumulated parking fines. When an illegally parked vehicle is towed, all fines must be paid before it will be released back to the owner.

Driving around the campus is not permitted during school hours. Students must park in a designated student area and go directly to the building upon arrival at school. Students may not return to the parking lot at any time without a pass from an administrator until they are leaving the campus for the day. Students may be issued traffic tickets from the Spring ISD Police Dept. for parking and/or moving violations. These Class C traffic tickets will be filed through Harris County Justice of the Peace Court.

Student vehicle regulations include:

- Observing a 10 MPH speed limit on the campus
- No parking in bus loading, walk-through or drive-through areas
- Parking motorcycles and bicycles in the appropriate area
- No parking on the paved band and drill team practice areas after 3:30 p.m. Monday through Friday, from September through November
- Parking only in marked areas designated for student parking
- Maintaining a volume on the vehicle sound system that cannot be heard outside the vehicle

Failure to comply with these vehicle regulations may result in disciplinary action, issuance of a Class C ticket by the Spring ISD Police Department and filed through Harris County Justice of the Peace Court, or loss of vehicle permit and campus parking privileges. Certain violations will result in the removal of the vehicle from campus at the owner’s expense.

Vehicles may be searched for drugs, weapons and other contraband by school administrators and Spring ISD Police Officers using trained dogs. Anything found in a vehicle, driven to school by a student, is considered to be in the control of the student.

Students of all Spring ISD high schools who attend classes at Carl Wunsche Sr. High School will be bused to and from the high school. Use of private transportation between Carl Wunsche Sr. High School and the home campuses is prohibited except to first and last period.

All rules regarding trespassing will be strictly enforced.
School Telephone Calls
Students will not receive telephone calls and messages will not be delivered during class periods, except in extreme emergencies. Students may not use the school telephone except in extreme emergencies and with administrator approval.

Skateboards
Skateboards and roller blades are not permitted on campus at any time, unless used in a class. These items will be confiscated and may not be returned until the end of the school year. These items will be confiscated and may not be returned until a parent conference has been held. Items will then be available for pickup by a parent/guardian.

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; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Campus Services
Library
Library hours are posted at each campus. Library staff members are available to assist students in locating materials. A pass is required to enter the library during class time and lunch. A copy machine is available to make copies at 10 cents per page.

Library Rules Primary PK-5:

- Books can be checked out for 2 weeks. Reference materials and magazines can be used in the library.
- Books can be checked out for 2 weeks. Reference materials and magazines can be used in the library.
- Check-out privileges will be denied until unpaid fines or other obligations are cleared. Student records will be held if fines are not cleared by the end of each semester. Check-out privileges may be denied a student who habitually abuses the service.

Library Rules Secondary 6-12:

- The student must have his/her ID card to check out library materials.
- Reference materials and magazines may be checked out overnight.
- All other books may be checked out for two weeks.
- Materials must be returned in the same condition as when they were checked out. Lost or damaged materials must be paid for.
- A fine of 5 cents per school day will be levied for overdue materials. A fine of 25 cents per day will be levied for all overnight materials.
Check-out privileges will be denied until unpaid fines or other obligations are cleared. Student records will be held if fines are not cleared by the end of each semester. Check-out privileges may be denied a student who habitually abuses the service.

Hard cover and paperback books are available at each school for students’ use. The student is responsible for any lost or defaced books. Fines and damages must be paid and all library books turned in before report cards are issued or before a student withdraws. Payment for library books will be refunded if the undamaged book is found by the end of the school year.

Conduct

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and 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 any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Hallway Conduct

Students are expected to change classes in an orderly and quiet manner by staying to the right in the hall and going directly to their destination. There should be no loitering, shouting, running, whistling, loud talk, or boisterous conduct at any time. Intimate or inappropriate displays of affection are not permitted.

Students in the hall after the tardy bell has rung must have a pass or be subject to disciplinary action. A hall pass does not give permission to loiter in the halls or restrooms. Failure to report to class in a timely manner may cause the student to be sent to the office for disciplinary action.

Counseling

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, and substance abuse. A student who wishes to meet with the school counselor should make an appointment at the counselor’s office. 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.

Academic - Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements. In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.
Academic - 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 and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Communication-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 purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child’s school when a phone number previously provided to the district has changed.

Non-Emergency

Your child’s school will request that you provide contact information, such as your phone number and email address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in your phone number. 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 to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal.

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above.

Credit by Examination — with prior instruction

A student who has previously taken a course or subject—but did not receive credit or a final grade for it may be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The school counselor or principal
would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

Credit by Examination for Advancement/Acceleration If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2020-21 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system.

When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once. A student must score at least 80 on the exam to receive credit for the course.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. A student may not take the exam more than twice. [For further information, see policy EHDC.]

Elementary Grade Level Acceleration Students Grades K–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam 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.

Course Acceleration for Secondary Grades 6-12

A student in grade 6 or above will be eligible to earn course credit if the student scores at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam 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.

Career and Technical Education (CTE) Programs

Career and Technical Education (CTE) in Spring ISD is designed to address a variety of needs: exploration of career interests, practical experiences in an intended career field and entry level skills for selected occupations. Concepts and skills related to leadership, successful employment, entrepreneurship and safety are an integral part of all programs.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and 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, or handicap 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 ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

Celebrations

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

Child Nutrition Services

Meals

For the 2021-2022 school year, all students at every campus will be served breakfast and lunch free of charge. All elementary schools in Spring ISD serve breakfast in the classroom before school. All Spring ISD students have meal accounts and pin numbers that must be entered for every meal. Meal accounts may be used for the purchase of ala carte items and second meals. Students who wish to purchase a second breakfast or lunch will be charged ala carte pricing.

Online Payments

Student meal accounts may be used to purchase ala carte items or second meals. To make online payments, parents must first register at www.SchoolCafe.com using the child’s student identification number. There is a $20.00 minimum per payment. This minimum may be divided between multiple student accounts. Meals may still be prepaid by depositing cash into your child’s student account at their school cafeteria. However, no checks are accepted. SchoolCafe also allows parents to see their child’s purchasing history, school menus, and set up low account balance notifications.

Menu

All elementary schools follow the same menu for breakfast in the classroom. For lunch, elementary students may choose from several entrees in addition to nutritious a la carte drinks and snacks. Secondary schools offer eight or more entrées daily in addition to numerous a la carte choices found on all of the serving lines and kiosks.

Fresh fruits, reduced-fat items, vegetables and whole grains are offered daily at all schools. If a student prefers not to eat a school meal, parents may pack a lunch for their child’s consumption only.

For more information about Spring ISD Child Nutrition, visit www.springisd.org/nutrition or call 281-891-6445.
Account Balances
Parents are strongly encouraged to continually monitor their child’s meal account balance using SchoolCafe.com. When a student’s meal account is depleted, the district will notify the parent. Students who charged meals in the previous school year will begin the year with a negative balance. Parents may contact Child Nutrition to schedule repayment of an outstanding balance. Parents are responsible for the payment of all meal charges to the student’s account.

Child Sexual Abuse and Other Maltreatment of Children
The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to the SISD Police Department 281-891-6911 or to Child Protective Services (CPS).

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

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

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

To find out what county services are available, check:
http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp

The following websites might help you become more aware of child abuse and neglect:

- http://taasa.org/resources-2/
Reports of abuse or neglect may be made to: The CPS division of the TDFPS (1 800-252-5400 or on the web at http://www.txabusehotline.org).

**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;
- Owing a large debt and being unable to pay it off;

**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 the SISD Police Department 281-891-6911 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 CPS division of the DFPS at 1-800-252-5400 or on the web at Texas Abuse Hotline Website.

Class Schedules
All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day’s schedule.

Collaborative Student Support (CSS) [Response to Intervention]
Collaborative Student Support (CSS) serves as a model providing high-quality instruction and tiered intervention strategies aligned with individual student need, frequent monitoring of progress to make results-based academic or behavioral decisions, and the application of child response data to important educational decisions (such as those regarding placement, intervention, curriculum and instructional goals, and methodologies).

For more information, please see http://www.tea.state.tx.us/special.ed/rti/

College and University Admissions (Secondary Grade Levels Only)
For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas.

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University will be admitting the top seven percent of the high school’s graduating class who meet the above requirements. Students who enroll in the University during the summer or fall of 2020 term, the University will be admitting the top six percent. Additional applicants will be considered by the University through a holistic review process.

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

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course;
- Enrollment in courses taught in conjunction and in partnership with Lone Star College, which may be offered on or off campus; and,
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student’s grade level and the course, a state-mandated end-of-course assessment may be required for graduation. It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student’s desired degree plan.

Complaints and Concerns (All Grade Levels)

Solutions to Eliminate a Problem Situation (STEPS)

In most circumstances involving a complaint with a staff member, the student or parent shall be expected to discuss the matter with the staff member before requesting a conference with the appropriate administrator. Before initiating a formal complaint regarding an administrator, students or parents are encouraged to resolve concerns by scheduling an informal conference with the appropriate administrator.

Announcement of a decision in the student’s or parent’s presence shall constitute communication of the decision. However, if the informal conference does not resolve the issue, then the formal complaint process should be initiated.

The Spring Independent School District’s formal problem-solving process for students and parents is referred to as “Solutions to Eliminate Problem Situations”, or STEPS. [See Policy FNG.]

The parental complaint process set forth herein is intended as a means for parents to present sincere, bona fide concerns that are directly related to their child’s public educational experience that are violations of Board policy, violations of state or federal law or regulations, or parents’ rights under Chapter 26 of the Texas Education Code.

The student and parent or guardian may be represented at any level of the complaint.

For purposes of this policy, “days” shall mean District business days. In calculating time lines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

All evidence/information must be submitted with the Level One-Student/Parent Complaint Form. No additional information will be considered if the complaint process continues. Newly discovered evidence may be presented if the complainant resubmits this information back to Level One.

The District’s failure to meet the deadlines set forth through the STEPS process allows the complainant to move to the next level in the process. Failure to meet the deadlines set forth through the STEPS process by complainants ends the complaint.
A summary of the process is as follows:

- If the issue is not resolved informally, submit form FNG (EXHIBIT): Level One-Student/Parent Complaint Form within 10 days of the incident, or reasonable discovery of the incident, to the appropriate administrator (usually an associate/assistant principal or principal). The appropriate administrator shall hold the conference within 7 days after receipt of the written request. The administrator shall have 7 days following the conference within which to respond in writing.

1. If the concern is still not resolved, submit within 7 days of receipt of the administration’s decision or expiration of the timeline to the superintendent or designee FNG (EXHIBIT): Level Two Appeal Notice-Student/Parent Complaint Form. The appropriate administrator shall hold the conference within 7 days after receipt of the written request. After receiving a Level II complaint form, the appropriate administrator will request the file from Level I from administration then notify and conduct the conference within 7 days after receipt. The central office administrator shall have 7 days following the conference within which to respond in writing.

2. Any issue, with the exception of disciplinary placements, not resolved adequately at the superintendent or designee level may be appealed to the Board of Trustees for consideration at their regularly scheduled meeting. The complainant shall submit within 5 days of receipt of the decision or the expiration of the timeline to the superintendent or designee FNG (EXHIBIT): Level Three Appeal Notice-Student/Parent Complaint Form. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

3. The presiding officer at the Board meeting shall establish a reasonable time limit for complaint presentations. The information must be based solely on the information presented at the Level II conference. The District shall make an audiotape record of the proceedings before the Board. The Board shall hear the complaint and shall then make its decision, which may be communicated orally or in writing at any time up to and including the next regularly scheduled Board meeting.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

Course Catalog
More complete information regarding the high school and middle school academic programs is available in the Education Planning Guide.

Course Level Changes
A change in level for courses (such as from Pre-AP to an academic level of the same course) must be made within the first 15 days of the semester or at the end of a grading period. A student changing course levels will receive the grade earned in the original level averaged, proportionate to the time enrolled, with the grade earned in the new level. Grade points will be awarded on the basis of the average applied to the new level.

Course Schedule Changes
Completion of schedule changes may be permitted under the following circumstances:

- Completion of a scheduled course by alternate means
- Failure of a course prerequisite to a scheduled course
- Change in the senior year to a course required for graduation
- Removal of a scheduled course from the school schedule
- Exceptional circumstances reviewed by the school counselor and approved by the principal.

When a student withdraws from a course during a grading period, the withdrawal grade will be counted in calculating the student’s extracurricular eligibility for that grading period. When a student withdraws from a class, the student’s withdrawal grade will be recorded on the transcript and will count as a course attempt in the calculation of grade point average.
Dating Violence, Discrimination, Harassment and Retaliation (All Grade Levels)

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office or on www.springisd.org. [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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

Investigation of Report
To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency’s investigation. During the course of an investigation and when appropriate, the district 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 that is the subject of the complaint was not unlawful. All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

Sexual Harassment and Gender-Based Harassment
Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact. Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child’s hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

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

Retaliation
Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of
alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures
Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Disruption of School Operations
Disruptions of school operations are not tolerated. Principals may ask disruptive parents or visitors to leave the campus or ask parents or visitors to be escorted during visits. As identified by law, disruptions that may constitute an offense 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 district property or on public property that is within 500 feet of district property. Class disruption 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 disrupting activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

**Distance Learning**

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive permission from the school counselor prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

**Texas Virtual School Network (TxVSN) (Secondary Grade Levels)**

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor.

**Distribution of Literature, Published Materials, or Other Documents**

**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, brochures, flyers, etc.

The school newspaper and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

**Non-school Materials from Students**

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing 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 non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days. Please contact the campus principal for the location of approved non-school materials to be placed for voluntary viewing or collection by students.

[See policy FNAA.]

Any student who sells, posts, circulates, or distributes non-school 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. A student may appeal a decision in accordance with policy FNG (LOCAL).
Non-school Materials from Outside Agencies

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school 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 campus principal for prior review. The principal or district designee 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 at DGBA or GF.]

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 non-curriculum-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 non-school 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)

Students and parents may determine the student’s personal dress and grooming standards provided that they comply with the general guidelines outlined below. Appropriate student dress and grooming is that which is deemed in good taste, reflecting the standards of the community of which the schools are an integral and visible part. The dress and grooming of students conveys an image of the schools and students, influencing how others respond to and judge the Spring ISD and its students, as well as contributing to the school climate to which students themselves respond.

Students must be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that may reasonably be expected to cause disruption of or interference with normal school operations. [See Policy FNCA]

Guidelines and administrative decisions regarding appropriate dress will reflect concern for health and safety of students and the influence of specific dress or grooming on the overall educational climate of the school. The guidelines will be reviewed periodically to ensure that they continue to reflect community expectations, while permitting individual choices and recognizing acceptable current fashions. Exceptions to the Grooming and Dress Code Policy based on religious or medical reasons will be made upon submission of written documentation to the principal of the school.

It is impractical to list every possibility of dress and grooming. The principal shall make decisions regarding the Grooming Code and what is acceptable and appropriate considering the age and activities of the students. Appeals of decisions made by the principal regarding the Grooming Code shall be made
to the Office of School Leadership and Student Support Services. Final appeals of decisions made by the Office of School Leadership and Student Support Services shall be made to the Superintendent of Schools.

For students who attend standardized dress campuses: All students are expected to follow all standards for dress code as outlined by the administration in written school policy. Newly enrolled students will be given a grace period of one week to be in compliance with the required standardized dress.

Students must wear appropriate underclothing and shoes. (House shoes or similar shoes are not permitted because of safety considerations as student's travel stairways and hallways.)

Students’ shorts, skirts, or dresses must be mid-thigh or longer in length. Students are not permitted to wear very tight, loose, revealing or short clothing. Pants must be worn at the waist. Examples of unacceptable clothing, according to this guideline include, but are not limited to: pajamas, cutoffs, jogging pants, wind or biker’s shorts, tank or crop-tops. No headgear, including doo-rags, scarves, wave caps, sweatbands, bandanas, etc., is permitted in the school.

Clothing with visual or written messages likely to disrupt the school environment is prohibited. Examples of such prohibited visual or written messages include, but are not limited to, drugs, alcohol, tobacco, weapons, violence, vulgar or obscene language, and insults to race, religion, gender, or ethnicity.

A student wearing any form of dress or hairstyle identifying him or her with a gang, or other unauthorized student group or representing or symbolizing the beliefs of such a group, will be required to correct his or her dress or appearance. The student's parent will be required to speak with a school administrator concerning the student’s dress before the student will be permitted to return to class after correcting his/her dress on the initial offense. A parent conference will be required on the second offense.

A student's hair must be neat, clean, and must not be distracting or interfere with the learning environment. Extreme hairstyles and hair color that may reasonably be expected to cause disruption of or interference with normal school operations are not acceptable. A male student may have neatly groomed facial hair.

Noisy or distracting jewelry or accessories may not be worn. Nose/facial/tongue jewelry is prohibited. No grills are allowed. No type of cap or hat is to be worn in the school. Only those caps or hats, which are part of a uniform related to a school activity, may be brought to school. Sunglasses may be worn only when prescribed by a physician.

A student who is sent home to correct a grooming problem will be absent on an unexcused basis for that period of time. In the event that a parent cannot be reached to remove a student from school to correct his grooming, the student will be placed in the extension center. Discipline consequences may also result for repeated violation of the grooming and dress code policy.

**Electronic Devices and Technology Resources (All Grade Levels)**

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must
be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

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

English as a Second Language (All Grade Levels)

This program is offered PK-12. “The goal of ESL programs shall be to enable English language learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school.” (Texas Education Agency)

Enrollment and Withdrawal

Age Requirements for Enrollment

State guidelines and District policy require a Pre-Kindergarten student to be 4 years old on or before September 1.

State guidelines and District policy require a kindergarten student to be 5 years old on or before September 1.

A first-grade student must be 6 years old on or before September 1 unless the child has successfully completed public kindergarten in another state or has received instruction in public first grade in another state.
An original birth certificate, not a hospital copy, must be presented for kindergarten and first grade students enrolling in Spring ISD schools for the first time.

**Immunizations**

In order to attend a public school, the following immunizations are required by the Texas Department of State Health Services (TDSHS) unless the District is presented with an affidavit from the state for reasons of conscience, including religious beliefs, or a statement from a physician for medical reasons stating the student will not be immunized.

### 2021-22 Immunization Requirements

### IMMUNIZATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Vaccine Required (Attention to notes and footnotes)</th>
<th>Minimum Number of Doses Required by Grade Level</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>Grades K - 6th</td>
<td>Grade 7th</td>
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<tr>
<td>Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap)</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
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<td></td>
<td>5 doses or 4 doses</td>
<td>3 dose primary series and 1 booster dose of Tdap / Td within the last 5 years</td>
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<tr>
<td>Polio</td>
<td>4 doses or 3 doses</td>
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<tr>
<td>Measles, Mumps, and Rubella (MMR)</td>
<td>2 doses</td>
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<tr>
<td>Hepatitis B¹</td>
<td>3 doses</td>
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<tr>
<td>Varicella¹²</td>
<td>2 doses</td>
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<tr>
<td>Meningococcal (MCV4)</td>
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<tr>
<td>Hepatitis A²</td>
<td>2 doses</td>
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**Exemptions from Immunization**

For exemptions based on reasons of conscience, only official forms issued by the TDSHS Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://webds.dshs.state.tx.us/immco/default.aspx. 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.
If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor’s opinion, the immunization required 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 life-long condition.

**Provisional Enrollments**

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one up-to-date dose of each specified age-appropriate vaccine required. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of the vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered. Absences pending immunizations will be unexcused. [Texas Administrative Code]

A student who is homeless, as defined by §103 of the McKinney Vento Act, 42 USC §11302, shall be admitted temporarily for 30 days. If acceptable evidence of vaccination is not available, the school shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

**Bacterial Meningitis**

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

**What is meningitis?**

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

**What are the symptoms?**

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

**How serious is bacterial meningitis?**

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

**How is bacterial meningitis spread?**

Fortunately, none of the bacteria that causes meningitis are as contagious as diseases like the common cold
or flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been.

They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body’s immune system and cause meningitis or another serious illness.

**How can bacterial meningitis be prevented?**

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It’s a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. *The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.*

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

You should seek prompt medical attention.

**Where can you get more information?**

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

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that upon 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.

**Documentation**

Since many types of personal immunization records are in use, any document will be acceptable provided physician or public health personnel have validated it. The month, day, and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

**Proof of Identity**

A student who is homeless, as defined by §103 of the McKinney Vento Act, 42 USC §11302, shall immediately be enrolled according to McKinney Vento Act guidelines. A student must provide a Social Security number, if available, show proof of identity (examples include birth certificate, passport, school report card, hospital birth record, or any other legal document that establishes identity), and show proof of living in the District with his/her parent, guardian, or a court-appointed adult. The names of students for whom no proof of identity has been submitted within 30 days of enrollment will be submitted to law enforcement officials as required by law.

**Residency Requirements for Enrollment**
A student will attend the appropriate school in his or her attendance zone. In order to be enrolled, the parent or legal guardian must provide required documents demonstrating proof of residency, such as current utility bills, or a sales contract or rental contract listing each occupant of a residence or apartment. [See Policy FD.]

Where court orders modify or designate residency requirement of the child, an official court-certified copy is required.

If a student and his or her family reside with another family, both parties must appear in person with proper identification. The resident must come to the school to fill out an affidavit of residence and it must be signed in person and notarized by a district staff member. Affidavits of residence for the current school year must be renewed annually.

Residency will be checked throughout the year. Residency may be verified by residence checks, talking with neighbors, confirmation with apartment managers or talking with students by District personnel, including District Police officers, throughout the year. False statements or listings concerning residency will result in appropriate criminal charges and collection of tuition fees. Students whose change in residence results in a change in attendance zones to another school district or loses eligibility to enroll at any campus within the District will be withdrawn. Out-of-district students are not accepted on a tuition basis except for senior year exceptions. Copies of all required documents will be made and kept on file.

Registration

Parents may access registration forms on the district website or contact the campus for which they wish to enroll their child. To enroll a student, the parent, legal guardian, or person showing evidence of legal responsibility must accompany the student to school to complete and sign a registration form. The parent should notify the school of any court order or other services received at the previous school affecting their child. Parents must provide information at the time of registration for emergency notification.

Students enrolling in a school from another school or school district should present a copy of the withdrawal papers and the last report card received along with any other pertinent documentation that would assist the new school in meeting your child’s educational needs. At the time of registration, a student must bring a copy of transcript for correct placement.

Students Acting as Own Agent

A student who is 18 years old or older and who lives with his parent(s) may act as his own agent by placing on file a NOTARIZED letter to that effect signed by his parent(s). Students, 18 years of age, who can establish residency within the district and qualify to be their own agent must comply with all school rules, policies, and guidelines.

Students in Foster Care

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

A student who is placed in foster care and who is moved outside of the district’s attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest-grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.
Withdrawal from School

When a student is to be withdrawn, the student’s parent or guardian shall notify the school office in writing at least 24 hours prior to the student’s last day of attendance, stating the reason for withdrawal and the date of withdrawal. The registrar will verify this information. All textbooks, library and supply records, as well as other fines or assessments must be cleared prior to withdrawal of the student or forwarding of records to the new
school. Other items that must be returned or cleared may include, but are not limited to, student ID badges, athletic equipment, band instruments, and campus-issued technology or supplies. A forwarding school address should be left with the registrar.

The registrar will provide the student with a form requiring the signatures of the student’s teachers, the librarian, the nurse, the counselor, the assistant principal and the registrar which must be completed and returned to the registrar before the student’s records can be cleared. Only a person with legal guardianship of a student, who is not acting as his or her own agent, can withdraw a student. For withdrawal of students 18 years of age or older, see FEA (LEGAL).

Extracurricular Activities, Clubs and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the (UIL) University Interscholastic League; a statewide association that provides leadership and guidance to public schools. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities can access the UIL Parent Information Manual at https://www.uilteas.org/athletics/manuals. A hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov. [See http://www.uilteas.org for additional information on all UIL-governed activities.]

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse 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, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for
state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Activities Limitations

Students, who are eligible to participate in extracurricular activities, will participate in no more than one contest or performance per activity during the period from the beginning of classes on Monday through the end of classes on Friday.

Tournaments, post-season competition, and contests postponed by weather (varsity level only) or public disasters, which are sanctioned by the University Interscholastic League or by other organizations approved by the Board of Trustees, shall not be subject to the one-contest-per-week limitation at the middle school level. Games canceled due to weather cannot be rescheduled during the week of another contest.

Athletics

A physical examination is required for participation in any extracurricular sport. A student may be removed from athletics at the discretion of the coach and the principal any time they feel that participation, conduct, or grades are not appropriate for a student athlete. Seventh grade participants may not be 14 years old or older on September 1, preceding the season. Eighth grade participants may not be 15 years old or older on September 1, preceding the season.

Beginning Year Eligibility

- A student must have been promoted from the previous grade to participate in extracurricular activities the first nine weeks of the school year. Students who are placed in the next grade are not considered to be promoted therefore, are not eligible to participate in extracurricular activities at the beginning of the school year.
- A handicapped student’s eligibility will be determined by the degree to which he satisfies the requirements of his IEP.
- The same criteria for eligibility at the beginning of the fall semester are used for students enrolling during a school year. Eligibility rules apply during the school year holidays but not during the summer.
- To participate in an extracurricular activity after the initial nine weeks’ marking period, a student must be passing all classes. Students who pass all courses for the initial nine-week marking period will remain eligible for the next three weeks. At the end of the 1st nine weeks grading period student must be passing all classes to remain eligible. Any student who lost eligibility at the end of the 1st nine weeks marking period may regain eligibility by passing all their classes at the end of the nine weeks grading period.
- Students who become ineligible after a nine-week grading period may regain eligibility after a three-week period and after each subsequent three-week period in which a grade of 70 percent or higher is earned in all courses.
- Suspension of eligibility of a student who significantly interferes with his ability to meet regular academic standards shall be based on the student’s failure to meet the requirements of his IEP.

Cheerleaders

Composition of cheerleading squads will be 15 seventh grade cheerleaders and 15 eighth grade cheerleaders. They will be selected using outside judges. The constitution and guidelines will reflect agreements of the district middle school cheerleading committee as submitted to and approved by the district middle school principals and division officers.
Consequence
A student who misses a class more than 10 times a year, or nine times in one semester, for extracurricular reasons must get principal approval, or immediately forfeits the right to participate in all extracurricular activities for the remainder of the school year.

During Year Eligibility
In addition to meeting eligibility grade standards to participate in extracurricular activities, a student must also meet the following requirements to participate in both extracurricular activities and practices. To be eligible to participate in an extracurricular activity following the initial nine-week period of a school year, a student must not have a recorded grade average lower than 70 percent or an incomplete in any course, including virtual and correspondence courses, other than advanced courses identified in the Texas Education Code. A student taking an identified advanced course may remain eligible with a nine-week grade average no lower than 60 in no more than one advanced course per grading period. Students who pass all courses for a nine-week grading period will remain eligible throughout the next nine-week grading period.

- A student with an incomplete grade is ineligible at the end of the seven-day grace period unless the “incomplete” is replaced with a passing grade prior to the end of the seven-day grace period. Students with “incomplete” past seven-day grace period remain ineligible until work is made up in accordance with district policy.
- Extra work or work turned in after the grading period or elevation has ended may not be considered when determining eligibility except in the case of “incomplete.”
- Suspension of eligibility of a handicapped student whose handicap significantly interferes with the student’s ability to meet regular academic standards shall be based on the student’s failure to meet the requirements of the student’s IEP.
- Students not promoted because of earning too few credits by the beginning of the school year are considered ineligible the first nine-weeks of school only. Students may become eligible the second nine-weeks if they pass all courses from the first nine-weeks.
- High school students are required to be enrolled in at least four hours per day of instruction for either state or local school credit.
- Students who assist the sponsor or coach, such as student managers/trainers, must meet all academic eligibility requirements even though they do not participate in the actual performance or contest.
- When a student withdraws from a course during a grading period, his withdrawal grade will be counted in calculating the student’s extracurricular eligibility for the grading period.
- Students with an (I) incomplete for a grade will remain ineligible until such time that the (I) incomplete is changed to a passing grade.

In addition to meeting eligibility grade standards to participate in extracurricular activities, a student must also meet the following requirements to participate in both extracurricular activities and practices:

- Be a member in good standing of the organization.
- Abide by the same rules governing behavior at school.
- Attend school the major portion of the day of participation or practice, unless an exemption is granted by the principal on the basis of extenuating circumstances.

Advanced Courses That Are Eligible for Consideration Related to Grade Standards
The Texas Education Code identifies the following as advanced courses:

- All College Board Advanced Placement Courses in all disciplines
- All high school/college dual enrollment classes in English Language Arts, Languages other than English, Math, Science, Social Studies and Economics
- Languages other than English courses Levels IV-VII
- Pre-Calculus

**Gangs/Secret Societies**

Organizations, in which membership is based on a decision of the members, rather than the free choice of qualified students, are prohibited.

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang free zone. For purposes of the district, a gang-free zone includes a school bus and location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

- Parents and students are hereby notified that campus principals or designees shall document and update, as needed, known or suspected gang-related apparel, gang hand signals, gang signatures, mottoes, or graffiti.

**High School Clubs/Activities**

Student clubs and performing groups such as the band, choir, cheer, drill, and athletic teams may establish rules of conduct and consequences for behavior that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the school shall apply in addition to any consequences specified by the organization.

A student must be in good standing in an organization to earn honors or other forms of recognition resulting from membership or participation in the organization.

**Ineligible Status**

The ineligible student may not participate in extracurricular competitions or performances.

However, the ineligible student may participate in practices, rehearsals or non-extracurricular public performances required by the essential elements of a course during the period of ineligible status.

**National Honor Society**

The National Honor Society is an organization that invites students to be members who:

- Are at least a junior in standing;
- Have been enrolled in the high school for one semester or more;
- Are seniors and maintained a minimum of 4.4 grade-point average for the first 3 years of high school;
- Are juniors and maintained a minimum of 4.4 grade-point average for the first 2 years of high school;
- Exhibit leadership qualities and have a positive attitude;
- Are actively participating in at least one school activity or organization, such as band, drill team, etc.; and
- Are actively participating in at least one organization and involved in its community service since the beginning of the current school year. Examples are church youth group, scouts, and Key Club.

Additional membership requirements may be set by the individual campus chapter of the National Honor Society. Final decisions concerning membership are made by the School Faculty Advisory Committee based on the National Honor Society Handbook and the organization’s constitution and bylaws.

Any concerns regarding the selection of students should be addressed to the campus principal. The Faculty Council decisions are final and may only be appealed to the principal of the campus.

National Technical Honor Society (NTHS)
The National Technical Honor Society (NTHS) was established in 1984 to recognize students that participate in Career and Technical Education programs. The NTHS’ mission is to honor student leadership and achievement. Along with awarding scholarships, promoting educational excellence, and enhancing career opportunities through career and technical education.

Criteria for NTHS:
- Students must maintain an overall GPA of 3.0 or higher (unweighted GPA).
- Students must maintain a CTE GPA of 3.0 or higher.
- Students must be enrolled in a career/technical education pathway.
- Students should have no disciplinary or attendance problems.
- Students must be actively involved in student government, CTSO, civic/service organization(s).
- Students must be a Junior or Senior.
- Students must have taken at least 2 CTE courses and will graduate with 3 or more credits in CTE.
- Students must fulfill their one-time membership fee of $30.
- Students must be nominated by a Career and Technical Education teacher.

National Junior Honor Society
The National Junior Honor Society creates enthusiasm for superior scholarship, develops citizenship and stimulates a desire to serve one’s school, community and country. Seventh and eighth graders are invited to join based on excellence in scholarship, leadership, service, and character.

Membership requirements include that a student:
- Must be enrolled in on-grade classes or Pre-AP classes,
- Must have earned a grade average across all classes of 93 or higher,
- Receive positive ratings from faculty members on a rating instrument about characteristics related to scholarship, leadership, service and character.

Additional membership requirements may be set by the individual campus chapter of the National Junior Honor Society. Final decisions concerning membership are made by the school Faculty Committee.

Any concerns regarding the selection of students should be addressed to the campus principal. The Faculty Council decisions are final and may only be appealed to the principal of the campus.

Organization Requirements
Students are encouraged to participate in the various extracurricular activities approved by the principal and sponsored, supervised or directed by faculty members. Students or teachers, interested in chartering a new
student organization, should first discuss proposed goals and bylaws with the principal. Charter of a club or similar organization requires principal approval of the bylaws, sponsorship by a faculty member, and establishment of a regular schedule of meetings to be held at the school. An established organization’s charter may be revoked for lack of a faculty sponsor or failure to hold regularly scheduled meetings at the school.

The sponsor of each organization will furnish the organization’s rules to members or participants as well as to the school administration. Among these rules are specific organization requirements for continued eligibility to participate as well as provisions for the removal of a member or participant from the organization.

- Extracurricular trips by bands, choirs, drill teams, cheerleaders or other approved student groups are, for the most part, not funded by the school. Participation by a student is voluntary and, if chosen, will require the student and/or his or her family to participate in fundraising activities or make payment toward funding of the trip. Failure or refusal to participate in the fund-raising activity or provide required funds can result in denial of the student's right to make the trip.

**Participation in Extracurricular Activities**

Participation in extracurricular activities is a student privilege, rather than a right.

An activity is considered to be extracurricular if any one of the following criteria is met:

- Involves competition
- Is held out-of-district (other than a class field trip involving the entire class)
- Is sponsored by an organization other than the district
- Is not required for grading purposes
- Is held in conjunction with an extracurricular activity
- Is accompanied by an admission charge

These activities or organizations are available at one or more of the district middle schools. Students may contact the school office for more information.

A student must be in good standing in an organization to earn honors or other forms of recognition resulting from membership or participation in the organization.

Student organizations are available on a limited basis at elementary schools. Students may be selected for Student Council or Safety Patrol, and several schools offer such activities as choir, jump rope clubs and computer clubs.

**Requirements for participation include:**

- **Absences** - A student is not allowed to participate in any school-related extracurricular or co-curricular activity on or off campus for which he or she would be absent from any class more than 10 times during the school year.
- **Grades** - A student must have passed all classes at the end of 6 week grading period to participate in extracurricular activities the following weeks.
- **Promotion Status** - To be eligible to participate in extracurricular activities the first 9 weeks of the school year, the student must have been promoted from his or her previous grade level.

- **Conduct** - U’s or N’s in conduct or major discipline violations may result in the student’s suspension or removal from the club or activity.
A student may participate in extracurricular activities on or off campus at the beginning of the school year only if the student has earned the cumulative number of credits in state-approved courses as indicated below.

- Beginning at the 9th-grade year—promoted from the 8th grade to the 9th.
- Beginning at the 2nd year of high school—at least 5 credits toward graduation.
- Beginning at the 3rd year of high school—at least 10 credits toward graduation or earned 5 credits that count toward the graduation requirement the preceding 12 months.
- Beginning at the 4th year of high school—at least 15 credits toward graduation or earned 5 credits that count toward the graduation requirement the preceding 12 months.

In addition to earning the required number of credits, high school students must be enrolled in at least four hours per day of instruction for either state or local school credit.

- A handicapped student’s eligibility will be determined by the degree to which he satisfies the requirements of his IEP.
- A student transferring into the District must have earned at least the number of credits required by the state to be eligible at the beginning of the school year in which the student enters the District or during the preceding 12 months must have earned 5 credits that count toward the graduation requirement.
- The same criteria used to determine eligibility at the beginning of the fall semester are used to determine eligibility whenever a student enrolls for the first time during a school year. Eligibility rules apply during the school year holidays but not during the summer.

**Practice Limitations**

Practice by a student shall not exceed eight hours per extracurricular activity per school week (from 12:01 a.m. on the first instructional day of the calendar week through the conclusion of instruction of a calendar week, excluding holidays). This limit applies to time before or after school. No practice is permitted on Sunday. (Exception: during the school year, a marching band and any of its components are limited to eight (8) Hours per calendar week.)

Practice after school on Friday, Saturday, or school holidays must be approved in advance by the principal.

A student, who exceeds the permitted practice allotment, may not participate in the next performance of that extracurricular/co-curricular activity.

**Student Council**

Student Council is a service organization, which instills in the student body a sense of honor and fair play, encourages understanding of a democracy, and develops individual participation. Representatives are elected by each grade level in the fall. They must have an overall C average from the preceding year with no D’s or F’s. In addition, members must meet other published requirements for Student Council.

Elections are held each year to elect certain student leaders and to select students for student honor positions. Students must meet the criteria for the particular organization. Students should contact the faculty sponsor to find out the criteria.
Standards of Behavior for Extracurricular Activities

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.

Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and 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 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 lost or damaged student devices including Chromebooks.
- Fees for driver training courses, if offered.
- 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 fee not to exceed $50 for costs of providing 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 in order 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.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TX’s).

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for approval must be made to the campus principal at least one month before the event.

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For
purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

**General Information about School Hours**

School hours for the offices and switchboards are generally open one-half hour before and after school. See School Hours in the front of the handbook for specific campus information.

Middle school offices of the principal, the assistant principals and counselors are generally open from 8:15 a.m. - 4:15 p.m., and at other hours by appointment.

High school offices and switchboard hours are 6:30 a.m.-3:00 p.m.

In the interest of safety, students may not arrive earlier than the established school start-time unless a request is made by teacher. Students must make special arrangements with teachers to schedule before school help. Students must stay on campus once they are dropped off by parents or bus. Students are expected to leave campus within 10 minutes after the end of the school day unless they are participating in an activity after school, supervised by an adult.

To see the principal, assistant principal, or counselor during the school day, students must obtain a pass from their teacher to present at the school’s front desk. Students may also visit with these offices before school, after school, and at lunch. Parents are requested to make an appointment in advance with staff members to assure their availability.

**Gifted and Talented**

Gifted and Talented refers to a child or youth who performs at or shows the potential for performing at a remarkably high levels of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. The identification of gifted and talented students is a multi-step process, starting with a referral from a parent, teacher or any interested person. The referral process occurs twice during the school year. In addition, all kindergarten and second grade students are screened and considered for further gifted and talented assessment, as well as all students in grades three through ten who score Masters Level on the STAAR assessment, will be considered for the gifted and talented referral process. Once a student is referred to the G/T program, parents and teachers will be asked to complete an inventory and the student will be administered the CogAT which measures cognitive ability. Other information collected for identification are: report card grades, performance on a reading inventory, and performance on a state assessment for students in 4th grade and higher. The above information is sent to the District G/T Selection Committee where a final determination is made for a student to receive GT services. Parents/guardians will receive written notification of the selection committee’s decision.

Elementary students are served by certified GT teachers using the GT Curriculum and/or the Texas Performance Standards Projects. Secondary students are served through Advance Courses, Advanced Placement, and Dual Credit Courses. For more information, please contact the campus school counselor.
Grade-Level Classification (Grades 9–12 Only)

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits Earned</th>
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<tbody>
<tr>
<td>Grade 9 (Freshman)</td>
<td>Less than 6 credits</td>
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<tr>
<td>Grade 10 (Sophomore)</td>
<td>6-12.5</td>
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<tr>
<td>Grade 11 (Junior)</td>
<td>13-18.5</td>
</tr>
<tr>
<td>Grade 12 (Senior)</td>
<td>19+</td>
</tr>
</tbody>
</table>

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Grading Calculation (Elementary)

The yearly average for first-through fifth-grade students is determined by averaging the report card grade for each grading period.

Grading Calculation (Middle School)

Major Grades: 86 + 87 + 82 = 255; therefore, 255 / 3 = 85

Daily Grades: 78 + 92 + 77 + 90 + 72 + 83 + 85 + 80 + 75 + 68 + 85 + 80 = 965; therefore, 965 / 12 = 80.4

Grading Period Average: (85 + 80.4) / 2 = 82.7 = 83

Yearly Average:

The yearly average is determined using the following formula:

Sem 1 Grade
(*MP1 x 33) + (MP2 x 33) + (MP3 x 34)

Sem 2 Grade
(*MP4 x 33) + (MP5 x 33) + (MP6 x 34)

Sem 1 Grade + Sem 2 Grade = FINAL GRADE

2

*MP = Marking Period

The grade for the marking period multiplied by the point weight of the marking period equals the sum of the marking period. The combined point weight of the marking periods equals 100 for the total semester grade weight.

MP1
90 x 33 = 2970

MP2
80 x 33 = 2640

MP3
100 x 34 = 3400

Sem 1 Grade
9010 = 90.10 = 90 percent
Grading Calculation (High School)

The marking period average for grades are calculated as follows:

Example:

Major Grades: $86 + 87 + 82 = 255$; therefore, $255 / 3 = 85$

Daily Grades: $78 + 92 + 77 + 90 + 72 + 83 + 85 + 80 + 75 + 68 + 85 + 80 = 965$; therefore, $965 / 12 = 80.4$

Grading Period Average: $(85 + 80) / 2 = 82.7 = 83$

Semester Average

District high schools operate on the semester plan with each school year being divided into two parts called semesters. A student earns credit per semester for each semester of each course successfully completed. Each semester must be passed individually for credit to be earned. Courses vary from one to two semesters in length. Credit recovery course averaging may occur based on the average of semesters.

Example:

A semester average for a course with a final exam is determined by using the following formula:

$$
\text{MP1} = 90 \times 28 = 2520 \\
\text{MP2} = 85 \times 28 = 2380 \\
\text{MP3} = 87 \times 29 = 2523 \\
\text{Semester Exam} = 80 \times 15 = 1200 \\
\text{Total} = 8623 = 86 \text{ percent}
$$
Example:
A semester average for a course without a semester exam is determined by using the following formula:

\[
\begin{align*}
\text{MP1} & \quad 90 \times 33 = 2970 \\
\text{MP2} & \quad 85 \times 33 = 2805 \\
\text{MP3} & \quad 87 \times 34 = 2985 \\
\text{Total} & \quad 8760 = 87.6 = 88\% 
\end{align*}
\]

Graduation (Secondary Grade Levels Only)
Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014-15 school year must successfully:

- 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; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Requirements for a Diploma for a Student Enrolled in High School Beginning with the 2014-15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.
If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

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

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

[Also see policies FFI and FNCC]

Health-Related Matters

COVID-19
Parents are requested to monitor their students in the morning before school and look for the following symptoms:
- Coughing or sneezing
- Sore throat
- Diarrhea
- Shortness of breath

If a student has any of the above symptoms please notify the principal at your child's school and seek medical attention. When students arrive at school they will be required to wear a PPE (Personal Protective Equipment) mask and may have their temperature taken before admittance to their classroom. Students with a temperature higher than 100.4 degrees will be escorted to an isolation room in the nurse's office for an evaluation of the student's symptoms followed by parent contact.

Students who exhibit symptoms of COVID-19 will be kept in a separate area of school until parents can pick them up from school. Students who test positive or exhibit symptoms of COVID-19 cannot return to campus until the following conditions are met:

- At least 3 days (72-hours) have passed since recovery (resolution of fever without the use of fever-reducing medications).
- The child has improvement in respiratory symptoms (e.g., cough, shortness of breath) AND at least 10 days have passed since symptoms first appeared.
If these conditions apply, please contact the school to let us know he or she won’t be attending that day.

Food Allergies
The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly 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, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. 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.

Head Lice
Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return. More information on head lice can be obtained from the TDSHS website at http://www.dshs.state.tx.us/schoolhealth/lice.shtm.

Student Illness
When your child is ill, please contact the school to let us know he or she won’t be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications.

In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours.

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

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

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

High School Class Rank/Highest Ranking Student/Academic Achievement
[See policy EIC (LOCAL).]
Applicable semesters

Final determination of class rank shall be made on the basis of high school weighted grade point averages (GPAs) earned in high school; high school courses taken in middle school shall not count for purposes of class rank or high school GPA. Class rank calculations shall include the first semester on a high school campus through the end of the third nine-week grading period of the semester of graduation.

The following provisions address the District's class rank system used for purposes of declaring local honors as well as for reporting purposes in accordance with state law.

GPA’s and class rank shall be calculated by the District as follows:

1. End of the tenth grade shall be calculated in September.
2. End of eleventh grade shall be calculated in June.
3. Midterm twelfth grade shall be calculated in January.
4. Final GPA/class rank for graduating seniors shall be calculated at the end of the third marking grading period and held for graduation purposes.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. The average grade for the third nine-week grading period shall be used as the semester grade for this purpose.

Note: Colleges do not provide grades on nine-week grading cycles; therefore, grades of courses being taken at local universities will not be included in GPA calculations at the end of the third nine-weeks.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District’s eligibility requirements for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC (LEGAL)]

Determining Class Rank with Different Grade Point Scales

When early graduates and four-year seniors have entered high school with two different weighted grade point scales, the weighted grade average for early graduates shall be computed using the grade point scale applied for the four-year senior class.
Dual Credit

A student may enroll in academic and/or technical courses for college credit before graduating from high school. Students receive both high school and college credit on successful completion of these courses. Grades earned will be used in calculating grade point averages and class rank.

<table>
<thead>
<tr>
<th>Dual Credit Grade Range</th>
<th>LSC Letter Recorded Grade</th>
<th>Spring ISD Recorded Grade</th>
<th>Grade Point System</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>95</td>
<td>6.0</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>85</td>
<td>5.0</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
<td>77</td>
<td>4.0</td>
</tr>
<tr>
<td>70-74</td>
<td>D</td>
<td>72</td>
<td>3.0</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
<td>65</td>
<td>0</td>
</tr>
</tbody>
</table>

*Letter Grades Conversions

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>77</td>
</tr>
<tr>
<td>D</td>
<td>72</td>
</tr>
<tr>
<td>F</td>
<td>65</td>
</tr>
</tbody>
</table>

Grade Point System for Class Entering 2015–16 or Later

Implementation of this grade point system began with the 2016–17 ninth-grade class. Any student who is enrolled in high school prior to the 2015–16 school year shall maintain the previous grade point system. Students transferring into the District shall assume the grade point system applicable to that cohort.
# Grade Point System for Class Entering 2014 –2015 or Earlier

This grade point system shall remain in effect for any student who entered high school during or prior to the 2014–2015 school year.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade Earned in Course</th>
<th>Dual Credit / College Board Advanced Placement (AP) Courses</th>
<th>Pre-AP / Honors</th>
<th>Academic</th>
<th>Introductory* and Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
<td>6.25</td>
<td>6.0</td>
<td>5.0</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>99</td>
<td>6.15</td>
<td>5.9</td>
<td>4.9</td>
<td>3.9</td>
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<tr>
<td></td>
<td>98</td>
<td>6.05</td>
<td>5.8</td>
<td>4.8</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>97</td>
<td>5.95</td>
<td>5.7</td>
<td>4.7</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>5.85</td>
<td>5.6</td>
<td>4.6</td>
<td>3.6</td>
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<td></td>
<td>95</td>
<td>5.75</td>
<td>5.5</td>
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<td>3.4</td>
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<td></td>
<td>93</td>
<td>5.55</td>
<td>5.3</td>
<td>4.3</td>
<td>3.3</td>
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<tr>
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<td>92</td>
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<td>4.2</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>91</td>
<td>5.35</td>
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<td>4.1</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>5.25</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>89</td>
<td>5.15</td>
<td>4.9</td>
<td>3.9</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>88</td>
<td>5.05</td>
<td>4.8</td>
<td>3.8</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>87</td>
<td>4.95</td>
<td>4.7</td>
<td>3.7</td>
<td>2.7</td>
</tr>
<tr>
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<td>86</td>
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<td>84</td>
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<tr>
<td></td>
<td>80</td>
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</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>79</td>
<td>4.15</td>
<td>3.9</td>
<td>2.9</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>78</td>
<td>4.05</td>
<td>3.8</td>
<td>2.8</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>3.95</td>
<td>3.7</td>
<td>2.7</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>3.85</td>
<td>3.6</td>
<td>2.6</td>
<td>1.6</td>
</tr>
<tr>
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<td>75</td>
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<td>2.5</td>
<td>1.5</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>74</td>
<td>3.65</td>
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<tr>
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<td>70</td>
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<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>69–0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

* Applies to Reading I, II, and III, Texas Assessment of Knowledge and Skills (TAKS), Reading Laboratory, TAKS Mathematics Laboratory, and Resource courses
### Spring ISD Final Exemption Rules

Students will be eligible for exceptions if they meet all of the requirements below:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
<th>Academic</th>
<th>Pre-AP</th>
<th>AP / Dual Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>A</td>
<td>4.0</td>
<td>5.0</td>
<td>6.0</td>
</tr>
<tr>
<td>80–89</td>
<td>B</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>75–79</td>
<td>C</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>70–74</td>
<td>D</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Requirements in EACH Class

<table>
<thead>
<tr>
<th>Grades</th>
<th>85 in class</th>
<th>9th 1 Exemption (not STAAR tested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences</td>
<td>No more than 3</td>
<td>10th 2 Exemptions (not ELA)</td>
</tr>
<tr>
<td>Discipline</td>
<td>None (except d-hall) and grades meet exemption policy</td>
<td>11th 3 Exemptions (not History)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12th 4 Exemptions (any)</td>
</tr>
</tbody>
</table>

#### Transfer Students

Students transferring into the District after final class rank has been determined, as described above, shall be eligible for District academic honors designations based on GPA.

#### Valedictorian/ Salutatorian Honors

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively, as determined by weighted GPAs. In order to be considered for valedictorian or salutatorian honors, a student must:

1. Have been enrolled in the same District high school for at least two consecutive semesters prior to the semester of graduation;
2. Be scheduled to graduate in May or June at the end of the regular school year; and
3. Graduate under the Recommended or Advanced/ Distinguished Achievement Program for students entering grade 9 prior to the 2014–15 school year, or under the foundation program with distinguished level of achievement.

#### Ties

In case of a tie in weighted GPA’s among the top-ranked students, the following methods shall be used to determine who shall be recognized as valedictorian or salutatorian.

1. The weighted GPA shall be computed to a sufficient number of decimal places until the tie is broken.
2. If a tie still remains, the valedictorian and salutatorian shall be determined by averaging the grades from courses taken in common by all students involved in the tie.
3. If a tie still remains, the student with the most AP and dual credit courses shall be considered first.
Home Access Center
Assignments, grades, report cards, teacher email addresses, and other pertinent information are available online via a secured website. Contact your child’s school to obtain additional information on this service.

Homeless Students (All Grade Levels)
You are encouraged to inform the district if you or your child is experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district’s homeless education liaison, at 281-891-6002.

Distinguished Achievement Graduation Programs

Academic Performance Award
Students earning a 4.4 or higher grade-point average will be eligible to qualify for the academic jacket at the end of the sophomore or junior year. The academic jackets will be presented based on the cumulative grade point averages (4.4 required). Transfer students become eligible to receive the appropriate honors award jacket after completing one full semester at a District high school provided they meet the cumulative grade point requirement as calculated from the grade point scale. The academic and athletic jackets are awarded from the campus that issues academic reports of progress and attendance.

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

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives.

Dedicated Service Graduate (DSG)
The Dedicated Service Graduate (DSG) program is a community service opportunity available to all high school students. A student must complete at least 120 hours of service to graduate as a DSG. Forty of these hours must be for service to Spring ISD. If all requirements of the DSG program are met, graduating seniors may be recognized with a DSG honor cord during graduation ceremonies. For more information, students should contact their College Connections Counselor.

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

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

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information. The plan below does apply to students entering 9th grade 2014-15 and beyond.
The foundation graduation program requires completion of the following credits:

## GRADUATION REQUIREMENTS – FOUNDATION HIGH SCHOOL PROGRAM

**Students entering 9th grade – 2014-15 and Beyond**

<table>
<thead>
<tr>
<th>Foundation Core</th>
<th>Foundation + Endorsements</th>
<th>Foundation + Endorsements + Distinguished Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 English credits</td>
<td>4 English credits</td>
<td>4 English credits</td>
</tr>
<tr>
<td>- English I (EOC)*</td>
<td>- English I (EOC)*</td>
<td>- English I (EOC)*</td>
</tr>
<tr>
<td>- English II (EOC)*</td>
<td>- English II (EOC)*</td>
<td>- English II (EOC)*</td>
</tr>
<tr>
<td>- English III</td>
<td>- English III</td>
<td>- English III</td>
</tr>
<tr>
<td>- Advance English course</td>
<td>- Advance English course</td>
<td>- Advance English course</td>
</tr>
<tr>
<td>3 Mathematics credits</td>
<td>4 Mathematics credits</td>
<td>4 Mathematics credits</td>
</tr>
<tr>
<td>- Algebra I (EOC)*</td>
<td>- Algebra I (EOC)*</td>
<td>- Algebra I (EOC)*</td>
</tr>
<tr>
<td>- Geometry</td>
<td>- Geometry</td>
<td>- Geometry</td>
</tr>
<tr>
<td>- Advance 3rd year math coursework</td>
<td>- Advance 3rd year math coursework</td>
<td>- Advance 3rd year math coursework</td>
</tr>
<tr>
<td>3 Science credits</td>
<td>4 Science credits</td>
<td>4 Science credits</td>
</tr>
<tr>
<td>- Biology (EOC)*</td>
<td>- Biology (EOC)*</td>
<td>- Biology (EOC)*</td>
</tr>
<tr>
<td>- Advance 2nd year science coursework</td>
<td>- Advance 2nd year science coursework</td>
<td>- Advance 2nd year science coursework</td>
</tr>
<tr>
<td>- Advance 3rd year science coursework</td>
<td>- Advance 3rd year science coursework</td>
<td>- Advance 3rd year science coursework</td>
</tr>
<tr>
<td>3 Social Studies credits</td>
<td>3 Social Studies credits</td>
<td>3 Social Studies credits</td>
</tr>
<tr>
<td>- W. Geography or W. History</td>
<td>- W. Geography or W. History</td>
<td>- W. Geography or W. History</td>
</tr>
<tr>
<td>- US History (EOC)*</td>
<td>- US History (EOC)*</td>
<td>- US History (EOC)*</td>
</tr>
<tr>
<td>- US Govt. (.5) Economics (.5)</td>
<td>- US Govt. (.5) Economics (.5)</td>
<td>- US Govt. (.5) Economics (.5)</td>
</tr>
<tr>
<td>2 LOTE credits (Language other than English) – any two levels in the same language or 2 credits in Computer Programming Languages</td>
<td>2 LOTE credits (Language other than English) – any two levels in the same language or 2 credits in Computer Programming Languages</td>
<td>2 LOTE credits (Language other than English) – any two levels in the same language or 2 credits in Computer Programming Languages</td>
</tr>
<tr>
<td>- 1 Physical Education credit</td>
<td>- 1 Physical Education credit</td>
<td>- 1 Physical Education credit</td>
</tr>
<tr>
<td>- .5 Health **credits</td>
<td>- .5 Health **credits</td>
<td>- .5 Health **credits</td>
</tr>
<tr>
<td>- 1 Fine Arts credit</td>
<td>- 1 Fine Arts credit</td>
<td>- 1 Fine Arts credit</td>
</tr>
<tr>
<td>- 4.5 Elective credits</td>
<td>- 4.5 Elective credits</td>
<td>- 4.5 Elective credits</td>
</tr>
<tr>
<td>- Speech Proficiency</td>
<td>- Speech Proficiency</td>
<td>- Speech Proficiency</td>
</tr>
<tr>
<td>- CPR Training</td>
<td>- CPR Training</td>
<td>- CPR Training</td>
</tr>
<tr>
<td>- Peace Officer Training</td>
<td>- Peace Officer Training</td>
<td>- Peace Officer Training</td>
</tr>
</tbody>
</table>

*End of the course (EOC) Exam Requirement

**Spring ISD Board Policy Requirements**

## END OF COURSE (EOC) – STAAR STATE ASSESSMENTS REQUIRED FOR GRADUATION

<table>
<thead>
<tr>
<th>English I, English II, Algebra I, Biology, US History</th>
<th>STEM, Business &amp; Industry, Public Services, Arts &amp; Humanities and Multidisciplinary Studies</th>
<th>Specific Spring ISD Career Pathway by endorsement are available.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERFORMANCE ACKNOWLEDGEMENTS</strong></td>
<td><strong>ENDORSEMENT</strong></td>
<td>Above is the approved Spring ISD course sequence. Any deviation in this sequence must be Approved by the Chief Academic Officer.</td>
</tr>
<tr>
<td>Outstanding Performance: Dual credit, associate degree, bilingual-isml-literacy, AP or IB exams, PSAT, ACT-Plan, SAT or ACT</td>
<td><strong>STEM, Business &amp; Industry, Public Services, Arts &amp; Humanities and Multidisciplinary Studies</strong></td>
<td><strong>Specific Spring ISD Career Pathway by endorsement are available.</strong></td>
</tr>
<tr>
<td>Certification: nationally or internationally recognized business or industry certificate or license.</td>
<td><strong>specific Spring ISD Career Pathway by endorsement are available.</strong></td>
<td><strong>Specific Spring ISD Career Pathway by endorsement are available.</strong></td>
</tr>
</tbody>
</table>

The 83rd Texas Legislature changed the high school graduation requirements for students entering 9th grade in the 2014-15 school year (class of 2008) and beyond. It establishes one graduation plan, the Foundation High School Program (FHSP), with the opportunity to earn endorsements, distinguished levels of achievement and/or performance acknowledgements.
* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

** 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.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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

For Student Enrolled Prior to 2014-2015

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below.

Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF (LEGAL).]

All students who entered high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program.
# Graduation Requirements

**Students entering 9th grade 2010-11 to 2013-14**

<table>
<thead>
<tr>
<th>Minimum High School Program</th>
<th>Recommended High School Program</th>
<th>Distinguished Achievement Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Credits</td>
<td>26 Credits</td>
<td>26 Credits</td>
</tr>
</tbody>
</table>

- 4 English credits - English I, II, III, IV or another approved final English course
- 3 Mathematics credits - Algebra I, Geometry, Algebra II or another approved final math course
- 2 Science credits - Biology and IPC
- 3 Social Studies credits - US History, Government (.5), Economics (.5), W. History or W. Geography
- 1 Elective Academic - W. History, W. Geography, Chemistry or Physics
- 1 Physical Education credit
- .5 Health** credit
- .5 credit - Speech (Communication Applications or Professional Communications)
- 1 Fine Arts credit
- 6 Elective credits

- 4 English credits - English I, II, III, IV
- 4 Mathematics credits - Algebra I, Geometry, Algebra II, and one approved 4th year math course
- 4 Science credits - Biology, IPC, Chemistry, Physics, and one approved 4th year science course
- 4 Social Studies credits - World Geography, World History, US History, Government/Economics
- 2 LOTE credits - (Language other than English) must consist of 2 credits of the same language
- 1 Physical Education credit
- .5 Health** credit
- .5 credit - Speech (Communication Applications or Professional Communications)
- 1 Fine Arts credit
- 5 Elective credits

**Students Who Entered 9th Grade 2010-11**

State Assessments Required for Graduation:

Pass All Exit Level TAKS

English, Math, Science, Social Studies

**Students Who Entered 9th Grade 2011-12 and 2012-13**

EOC State Assessments Required For Graduation:

English I, English II, Algebra I, Biology, US History
* 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, or social studies 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.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.

2. Test data where a student receives:
   a. A score of 3 or above on an Advanced Placement (AP) exam;
   b. A score of 4 or above on an International Baccalaureate (IB) exam; or
   c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.

3. College academic courses, including those taken for dual credit, and advanced technical courses, provided the student scores the equivalent of a 3.0 or higher.

**Graduation Ceremony Participation**

- students who anticipate early graduation must complete an early graduation plan with their counselor by the beginning of the school year of the intended graduation.
- graduating seniors are encouraged to attend graduation ceremonies. In order to be eligible to participate in the graduation ceremonies, senior students must:
  - have earned sufficient credits and have passed the state-mandated exit-level test, or be eligible for graduation on the basis of an ARD decision;
  - be in compliance with the Student Code of Conduct and be in good standing according to the requirements of this code;
  - have met all financial commitments to the school;
  - be in compliance with the Grooming and Dress Code, as well as any additional dress requirements established by the principal for the graduation ceremony.

- caps and gowns will be ordered during the spring of the year of graduation with the cost being paid by the student.
students may purchase graduation invitations made available through a Spring ISD commercial vendor during their senior year.

transcripts will be furnished at $1.00 per transcript.

all diplomas and official records will reflect the legal name of the student, as required by law.

A determination of official class rank for graduation honor purposes is made on the basis of grade points earned from the first semester of high school through the 3rd 9 weeks of the senior year. High school courses taken in middle school do not count for class rank or high school GPA. A student must have earned credits at a District high school for at least two full semesters, one of which must be the first semester of the senior year, to be eligible for valedictory or salutatory honors. Students transferring into the District after class rank for graduation honor purposes has been determined will have their standing calculated, but will not replace any student in the graduation honors ranking.

An honor student is one whose rank places him in the top 15 percent of the senior class. Honor students will be those graduating seniors who have accumulated the highest grade-point average in all high school courses through the first semester of the senior year. The top 5 percent by rank will graduate Magna Cum Laude, and the next 10 percent will graduate Cum Laude. The student with the highest scholastic average will be Valedictorian, and the student with the second highest scholastic average will be Salutatorian. These students will graduate Summa Cum Laude.

Seniors are subject to removal from the graduation ceremony for inappropriate behavior before or during the ceremony. If a student misbehaves during the ceremony, he may be removed from the ceremony and/or required to attend a conference with the school principal to obtain his diploma.

All students who plan to participate in high school graduation must meet all of the high school requirements and regulations for graduation.

Students who satisfy the requirements for graduation as listed above during the summer may participate in the summer graduation ceremony.

Graduation Expenses
Because students and parents will incur expenses in order 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.

Graduation Speakers
Certain graduating students will be given an opportunity to have speaking roles 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.

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

Please also review TEA’s Graduation Toolkit, available here: [http://tea.texas.gov/communications/brochures.aspx](http://tea.texas.gov/communications/brochures.aspx)

**Scholarships and Grants**

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation program, may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community colleges and technical schools, as well as to private institutions.

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

**Students with Disabilities**

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

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

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules. If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student’s ARD committee will determine whether the general EOC assessment is an accurate measure of the student’s achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See Standardized Testing for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student’s chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.
Naviance (secondary grades)
Naviance is a comprehensive web-based college and career readiness solution for middle and high school's students that helps align student strengths and interests to post-secondary goals, and improved student outcomes. Students can gain access to Naviance by logging into their mysprinisd account. Parents will need a unique Naviance registration code to set up an account in Naviance. In addition to the code, parents need a valid email account. If you don’t have one, you can create a free gmail account at www.google.com. Please contact your child's grade level counselor to learn how to obtain your registration code.

Other Health Related Matters

Asbestos Management Plan
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 at district central. If you have any questions or would like to examine the district’s plan in more detail, please contact Daryl Simon, the district’s designated asbestos coordinator, at 281-891-6442.

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, pesticide use is sometimes necessary to maintain adequate pest control and 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 further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact Fred Walker, the district’s IPM coordinator, at 281-891-6427.

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, when results are available, a parent may submit a written request to the physical education teacher to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

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 cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, 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 at FNCD and GKA.]
Parent-Teacher Conferences
For Parent-Teacher Conferences, parents are welcome to confer with teachers, counselors, and assistant principals at any time during the year by appointment through the school office.

It is requested that parents confer with teachers of classes in which the student earns below a 70 percent for the nine-week grading period. Notification of the conference request is indicated on the student’s progress report.

Parent-teacher conferences are conducted to develop a better understanding between the home and school for the benefit of the child. One calendar day has been set aside specifically for parent conferences. However, parents may always schedule a conference by calling the teacher or principal at the school for an appointment. Since teachers are involved with instruction the majority of the day, phone calls will be returned during their conference time, after school, or at their earliest convenience.

PE Non-Participation
A written excuse is required if a child is not to participate in physical education. If the child is to be excused more than five days, a doctor’s statement is required. A child who has been excused from physical education will also be excused from recess.

PE Substitute Changes
A change from athletics, drill team, band, cooperative work programs or cheerleading to physical education or from physical education to athletics, will be treated as a course-level change. A change from physical education substitutes to any course other than physical education will be treated as a course change.

Physical Activity Requirements
Elementary School
In accordance with policies at EHAB, EHAC, EHBG, and FFA, 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.

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

Junior High/Middle School
In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

School Health Advisory Council (SHAC)
During the preceding school year, the district’s School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district’s SHAC is available from the website at www.springisd.org/Domain/377. The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

Student Wellness Policy/Wellness Plan
Spring Independent School District is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Child Nutrition Services with questions about the content or implementation of the district’s wellness policy and plan.

**Law Enforcement Agencies**

**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 is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policies FL (LEGAL) and GRAA (LEGAL).]

**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, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present 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 probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety.
- To comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer’s identity and, to the best of his or her ability, will verify the official’s authority to take custody of the student. The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a
student’s release to a law enforcement officer, any notification will most likely be after the fact.

Leaving Campus

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted 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.

- For students in high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. 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 is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- 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 directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student’s parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

- During Lunch
  - No students are allowed to leave campus during lunch without a parent who has signed out the student at the campus office.

- 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

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, 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.
Makeup Work

DAEP Makeup Work Grades 9–12
A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. 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).]

In-School Suspension (ISS) Makeup Work
A student removed from the regular classroom to in-school suspension 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).]

Makeup Work Because of Absence (All Grade Levels)
For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding attendance for credit or final grade.

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

Medicine in School
Medication that must be administered to a student during school hours must be provided by the student’s parent. All medication, whether prescription or nonprescription, must be kept in the nurse’s office and administered by the nurse or another authorized district employee, unless the student is 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. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policy FFAC, 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 campus 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.
- 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. For students at the elementary level, the student’s teacher or other district personnel will apply sunscreen to a student’s exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance 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.

A secondary school level student with asthma or severe allergic reaction (anaphylaxis) may be permitted to 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 physician or health-care provider and to 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.

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).]

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. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

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 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. [For further information, see policy FFAC.]

Naviance
Naviance is a comprehensive web-based college and career readiness solution for middle and high school’s
students that helps align student’s strengths and interests to post-secondary goals, and improved student outcomes.

How Students and Parents Access Naviance: Visit www.springisd.org/naviance and click on your campus link to access the login page. Students will utilize their SISD student ID for the username, and the student’s eight-digit date of birth with no slashes or dashes for the password (yyyy/mm/dd) to log in.

Parents will need a unique Naviance registration code to set up an account in Naviance. In addition to the code, parents need a valid email account. If you don’t have one, you can create a free Gmail account at www.google.com. Please contact your child’s grade level counselor to learn how to obtain your registration code.

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

- Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.

- 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.

- 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 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.

- Becoming a school volunteer.

- Participating in campus parent organizations.

- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement.

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. To sign up for this committee, please email shac@springisd.org

- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.

- 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. [See policies at BE and BED for more information.]

Physical Examinations/Health Screenings

Athletics Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required to be submitted annually to the district.

Other Exams and Screenings (All Grade Levels)

Students are required to undergo district screenings for hearing and vision issues, abnormal spinal curvatures, and Acanthosis Nigricans; a possible indicator of hyperlipidemia which can lead to Type II diabetes.

Pledges of Allegiance and a Minute 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.

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 at the beginning of the first-class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to 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 demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. 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

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum and compliance with attendance requirements. [See also FEC (LOCAL)] Expectations and standards for promotion shall be established for each grade level, content area, and course, and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC]

The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
Pre-Kindergarten
Students in prekindergarten shall not be retained.

Kindergarten
Students in kindergarten shall not be retained unless the Grade Placement Committee (GPC) unanimously determines that, if promoted, it would be detrimental to the student’s academic success.

Grades 1–5
In grades 1–5, to be promoted to the next level, a student must attain an average of 70 or above in language arts and mathematics. In addition, the overall average of 70 or above must be achieved by utilizing the final numerical grades for social studies, science, language arts, and mathematics. In accordance with current state promotion guidelines, mastery of grade 5 reading and mathematics is required in addition to any other necessary academic information, as determined by the District.

Grades 6–8
In grades 6–8, to be promoted to the next grade level, a student must attain the following:

1. An average of 70 or above in language arts (including reading improvement if it is required);
2. An average of 70 or above in mathematics (including mathematics improvement if it is required);
3. An average of 70 or above in science (including science improvement, if applicable);
4. An average of 70 or above in social studies (including social studies improvement, if applicable); and
5. Any other necessary academic information, as determined by the District.

Parental permission for promotion or retention shall not be required.

In accordance with Texas Education Code Section 28.021, a student may be promoted only on the basis of academic achievement or demonstrated proficiency.

A student in grade 5 or 8 will have two additional opportunities to take 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. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. 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.
A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and policy EIF (LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

High School Grade Levels
To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

Promotion and Participation
The total numerical scores shall be used in determining promotion, course credit, and maintenance of a grade of 70 for participation in secondary extracurricular and other activities.

To ensure students remain successful in completing their graduation requirements, any deviation in the high school course sequence must be approved by the chief academic officer.

Standards for Mastery
In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Prekindergarten: A majority of the items contained in the Texas Education Agency (TEA) Prekindergarten Guidelines shall be marked on the District progress monitoring report as “Satisfactory Understanding.” On areas that are on a rating scale of 1 to 5, the majority of the items should be marked at 3 or higher.
2. Kindergarten: A majority of the items listed in the Kindergarten Report Card should be marked at 3 and/or 4.
3. Course assignments and unit evaluations aligned to District curricular standards shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
4. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Students Receiving Special Education Services
Any modified promotion standards for a student receiving special education services shall be determined by the student’s admission, review, and dismissal (ARD) committee and documented in the student’s individualized education program (IEP). [See EHBA series and EKB]

Repeating Courses for High School Credit
When students repeat classes for high school credit, both enrollments will be made part of the record. Credit may be earned only once and grade points will be awarded for courses completed previously, only if a grade of 85 percent or less was first earned. Grade points earned previously for a repeated course will remain a part of the record and will be used in computing class rank.
Report Cards/Progress Reports and Conferences

Report cards with each student’s grades or performance and absences in each class or subject are issued at least once every nine weeks for elementary, middle and high school.

At the end of the first nine weeks of a grading period OR during the week of a nine-week grading period], parents will receive a progress report. 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 of that class or subject.

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy. Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

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

The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Safety/Drills/Emergencies

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

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

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.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or business involved in the district’s CTE programs, the district will notify the affected students and parents.

Emergency Medical Treatment and Information
If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information
Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

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

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: School Website, Twitter, Facebook, and local news stations.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies
From time to time, students, teachers, and other district employees will participate in 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.

School Facilities Use and Conduct

Conduct Before and After School
Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and 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
The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for class use and for independent student use with a teacher permit.

Meetings of non-curriculum-related groups (Secondary Grade Levels Only)
Student-organized, student-led non-curriculum-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).

Use by Students Before and After School
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. Each campus will determine these designated areas.

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. After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

**Use of Hallways during Class Time**

Loitering or standing in the halls during class is not permitted. During class time, 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.

**School Bus Services-Transportation**

**Buses and Other School Vehicles**

The district makes school bus transportation available to all students living one mile from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district’s website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the campus office of your child’s school or the transportation department at 281-891-6490.

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

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

**ZPass+ Student Accountability System and MyView Parent App**

Beginning in the Fall of 2021 each student will be issued a passive RFID card that will be scanned each time they enter and exit the bus. A bar code of the student’s identification number will be printed on each card for use with the Point of Sale System through Child Nutrition. This system will allow parents to download a free application that will provide real-time, secure notifications regarding their student’s location. Notifications can also be sent directly to the parent’s computer or via text message.

The MyView app utilizes GPS data provided by the current Zonar System to track and display the location of the assigned vehicle on an aerial map, powered by Google in near real-time. Parents can create and set alerts to let them know when the bus enters their neighborhood or gets close to the drop-off location.

Every card distributed to students is programmed specifically for that child. When the student gets on the bus, they will swipe their card, which will enter their unique number into the system. By downloading the MyView App and entering their child’s unique number, parents will be able to track when the bus approaches their neighborhood. As students exit the vehicle, they will swipe their card again to show they have arrived at their destination.
Should your child lose or misplace their card, they will still be able to ride the bus. The diver will manually look up the student when they board the bus and will do the same when the student exists. Process will be used only until the student received a new card. Parents/Guardians will be responsible for paying a $3 card replacement fee.

**COVID-19 and School Bus Discipline**

As is expected in the classroom, any student who rides student transportation shall wear a face covering that covers his/her nose and mouth. Students shall sanitize hands when loading and unloading the bus. The face-covering shall remain in place, covering the nose and mouth, for the complete duration of the student’s time on the bus. Face coverings should be in place upon the student’s arrival to the bus stop, while the student is waiting for the bus, during boarding and while riding on a bus. Students should practice safe social distancing procedures while waiting at the bus stop and while loading, riding, and unloading the bus.

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 when riding a bus that is equipped with seatbelts.
- 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; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

**Bus Route Information**

- All bus routes are designed to operate as efficiently and effectively as possible while still meeting the students’ needs.
- When a route change is necessary that will affect pick-up/drop-off times and/or bus number, notification will be made in the form of notes handed out to the students two afternoons prior to the date of the change.
- Bus stops are established at designated locations and are subject to periodic review. Bus routes are not designed to pick-up or deliver students at individual residences.
- Bus stops are located such that elementary students should walk no more than ¼ mile to a bus stop and middle school/high school students should walk no more than ½ mile to a bus stop. In areas that are inaccessible by school buses (such as dead-end streets, cul-de-sacs, private roads/private property, etc.), walk-to-stop distances may exceed this standard.
If students are not present at a bus stop for 10 consecutive days, service to the bus stop will be discontinued without notice to the parents. Parents must contact the transportation department to resume service to that bus stop.

**Bus Safety Rules and Expectations**

**Meeting the Bus**

- Students must be on time and visible at the bus stop. It is recommended that students be at their bus stop five (5) to seven (7) minutes before pick-up time. Once a bus departs a stop or school, it will not stop for late students or stop at unauthorized locations to receive or discharge passengers.
- Students must not stand on the traveled portion of the roadway while waiting for the bus.
- Students must not approach the moving bus until it stops. Once the bus has stopped, the student may walk toward the bus to board once the driver signals to the student.
- Students must enter the bus carefully and in an orderly manner as instructed.
- Each student must scan their ZPass+ RFID card each time they enter the bus.
- Once on the bus, students must go directly to their seat and be seated properly so the bus may continue the route.

**Bus Safety Rules**

- Students may only ride a bus to which they are assigned or one they are authorized to ride by a campus administrator through the issuance of a bus pass.
- All students are expected to accurately identify themselves upon request. For middle school/high school students, a school-issued identification badge shall be worn visibly.
- As an extension of the classroom, the same conduct level shall be observed as is expected in the classroom.
- Students must sanitize their hands before entering the bus.
- Profanity and obscene gestures are not allowed.
- Do not eat or drink on the bus.
- Do not litter or damage the bus in any way.
- Students are expected to comply with seating assignments made by the driver.
- Remain seated, facing forward, with seatbelt fastened (if equipped) while the bus is moving with all body parts inside the bus.
- Fighting, horseplay, and throwing objects are prohibited.
- All items prohibited at school are also prohibited on the bus.
- No live/dead animals or flammable materials are allowed on the bus.
- Large, bulky items that cannot fit under the seat or in the lap of the student are not allowed on the bus. Arrangements must be made for the parents to transport these items. This includes large band instruments and school projects.

  - No skateboards, balls, roller blades, or balloons may be brought on the bus.
  - Students are prohibited from tampering with emergency exits or emergency equipment.

**Corrective Action for Violation of Bus Safety Rules**

When a student fails to observe the bus safety rules, the driver will complete a bus safety referral and submit it to a Transportation Department supervisor. The supervisor will review the referral and coordinate with the campus administrator for investigation of the incident and assignment of corrective action based
upon the incident.

1st Report  Communication with parent and warning issued to student.

2nd Report  Student may have transportation services suspended for up to three (3) days.

3rd Report  Student will have transportation services suspended for five (5) days.

4th Report  Student will have transportation services suspended for ten (10) days.

5th Report  Student will have transportation services suspended for the remainder of the semester.

Severe Clause  If an incident is deemed to be a serious safety infraction, the prior steps may be bypassed and the student may have transportation services suspended for a length of time deemed appropriate by the school and transportation administrators.

Any student whose transportation service is suspended for the remainder of the fall semester will have transportation service restored in January with the understanding that the next incident may result in suspension of transportation service for the remainder of the school year.

Any student whose transportation service is suspended is still required to attend school. If a student is absent on a day while his/her transportation service is suspended, the suspension dates will be adjusted so that the full length of the service suspension will be fulfilled.

Behavior severe enough to disrupt the normal operation of the bus route may require intervention by a law enforcement officer or removal from the bus by a campus administrator or transportation supervisor. A student that is removed from the bus by a law enforcement officer may be transported to the Spring ISD Police Department to be received by the parent/guardian. If the parent/guardian is present at the scene of the disruption, the officer may elect to release the student to the parent/guardian at that time. In the event that a student is removed from the bus and a parent/guardian is unable to be contacted, the student may be transported to Child Protective Services (CPS).

Departing the Bus

- When getting off of the bus, students should move quickly but safely away from the unloading area. Students who must cross the roadway should wait for the driver to signal when it is safe and then cross in front of the bus.
- Each time the student exits the bus, he/she must scan their ZPass+ RFID card.
- Students who must cross the roadway should wait for the driver to signal when it is safe and then cross in front of the bus.
- The emergency door at the rear of the bus is to be used in emergency situations only.
- Students are allowed to board and depart the bus at their designated bus stops only.

Late Boarding

Due to concern for the safety of students and the need for each bus to meet schedules at other schools, students will not be permitted to board buses after the bus loading doors have closed or the first bus begins moving away from the school. Telephones are available in the main office for students who miss the bus.

Students are expected to follow the procedures on the campus for loading and unloading buses. Failure to follow Spring ISD bus rules and dress code rules may result in disciplinary consequences including suspension from bus riding privileges. Failure to wait for buses in the designated loading areas on the high school campus may result in being ticketed for trespassing.
Bus Transportation Eligibility
School bus transportation is a privilege offered by the district free of charge to students who live 1 mile or more from his/her zoned campus of attendance as measured by the nearest commonly traveled public roadway. This privilege is conditional upon the student observing safe and appropriate behavior while waiting for the bus, riding the bus, and departing the bus.

New Bus Riders
Students who enroll in Spring ISD (or change schools within Spring ISD) after September 1 each year are required to obtain a bus pass from their campus administrator and present the pass to the driver the first time he or she rides the bus.

Parent/Guardian Responsibilities
- Ensure that your child is aware of, cooperates in, and obeys the safety rules for the bus as well as Instructions given by the bus driver.
- Ensure that your child waits at their designated stop. Students are allowed to ride only their assigned bus.
- Ensure that your child demonstrates safe and appropriate behavior at the bus stop.
- Parents/guardians are not permitted to board the bus or disrupt the normal operation of the bus route.
- Parents/guardians are encouraged to contact the Spring ISD Transportation Department at 281-891-6490 in order to discuss concerns relating to their child(ren)’s transportation services.
- Once a student has boarded the bus, the driver is not authorized to release the student at any location other than the student’s campus or designated stop location.

Pre-K and Kindergarten Students
Pre-K and Kindergarten students are subject to the same bus eligibility guidelines as all other students. Before a pre-K or Kindergarten student may begin riding the bus each year, the parent or guardian must complete a transportation request form and submit to their child’s campus. Once the student has been scheduled for route service, the campus will notify the parent of the bus and stop assignment, as well as provide the parent with their child’s 5-digit personal identification number (PIN).

Pre-K and Kindergarten students will be released from the bus only with an approved person present to receive the student or with a sibling in 1st through 5th grade riding the same bus. Persons receiving Pre-K and kindergarten students from the bus (or siblings receiving the Pre-K or Kindergarten student) must provide the student’s 5-digit PIN number either verbally or visually to the drivers each time in order to receive their student. If a Pre-K or Kindergarten student cannot be released from the bus, the student will be returned to the school for the parent/guardian to pick up. Once a student has been returned to the campus twice in a semester, the student’s transportation services may be temporarily suspended according to the following guidelines:

1st Instance Warning notice will be provided to parent/guardian of requirement for Pre-K and Kindergarten students to be received by an approved person at the bus stop.
2nd Instance Student may have transportation services suspended for one (1) day.
3rd Instance Student will have transportation services suspended for three (3) days.
4th Instance Student will have transportation services suspended for five (5) days.
5th Instance Student will have transportation services suspended for a period of time not to exceed the remainder of the semester.
Private Property and Construction Areas
Spring ISD buses will not operate on private property or private roadways in the normal course of route services. Apartment complexes, mobile home communities, gated communities, and businesses are considered private property. When road construction or building construction is present in an area, route services may be altered temporarily in the interest of the safe operation and movement of vehicles for student transportation.

School Bus Collisions
In the event that a school bus is involved in a collision with passengers on-board, steps will be taken to ensure the safety of all passengers. Accidents will be investigated by law enforcement who will assess passengers to determine if medical attention is necessary. If deemed necessary, Emergency Medical Services will be called to the scene to provide the appropriate level of medical attention.

Immediate notification to parents/guardians regarding school bus collisions may not be possible, but every effort will be made to communicate in a timely manner. Any questions regarding a school bus collision may be directed to the student's campus or to the Transportation Department. If parents/guardians arrive at the scene of a school bus collision they will not be able to immediately access the bus or their child. Access will be controlled by the law enforcement personnel or district personnel in charge of the scene.

School-Sponsored Trips
Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Student Address Updates
It is important that the transportation department has a current address and phone number for every student. For bus eligibility and assignment, the address on file with the child’s school will be used. If this information is incorrect, transportation services may be interrupted until this information is updated.

Transportation Changes
To ensure student safety, transportation changes should only be made in emergency situations. In order for a student to temporarily ride a different bus or temporarily change bus stop locations, the student must bring a note signed by his/her parent or guardian stating the request, length of time for the alternate arrangements, and reason for the request. The note must be submitted to the child’s teacher (for elementary students) or the appropriate assistant principal (for middle and high school students) by the following deadlines:
1. Before 8:30 a.m. if requesting a change for the afternoon route of the same day.
2. Before 2:30 p.m. if requesting a change for the following morning route.
Notes must include a telephone number and name of a parent/guardian who can be contacted to verify the note. The note must be signed by the appropriate staff member and given to the bus driver at the time the student boards the bus. For safety reasons, transportation changes will not be accepted by telephone.

Transporting Students from After School Activities
Transportation may be provided for students requiring academic support. These bus stops may differ from their normal designated stop and the route may differ from the student’s regularly assigned bus, which takes...
them to and from school during regular school hours. Secondary students may remain on campus for extracurricular activities after receiving academic support. If a student is suspended from riding a regular bus, they will not be able to receive this type of transportation for academic support.

**Transporting Students in a Work-based/Career Preparation Program or Lone Star College-North Harris Program**

High school students enrolled in a work-based/career preparation program through their school will be responsible for their own transportation to and from their job. Bus routes will not be changed to accommodate students. Students enrolled in a Lone Star College-North Harris program, where District transportation is provided, are required to ride the bus both to the program and back to the high school.

**Transporting Students to a Disciplinary Alternative Education Program**

Expelled students placed at Richey Academy, the Disciplinary Alternative Education Program (DAEP), will only be allowed to ride the designated Spring ISD bus for that site. DAEP students must be standing in the designated bus stop prior to the bus’s arrival. Parents are responsible for transporting their child to the designated DAEP bus stop.

**Video and Audio Monitoring in Use**

Cameras, which record video and audio, may be in use on Spring ISD school buses to maintain a safe environment for students while on the bus. Due to confidentiality laws, parents/guardians are not able to view these videos.

**School-Sponsored Trips**

When going on a school-sponsored trip, the student must submit a signed parent permission form and must submit an emergency medical treatment form provided by the teacher. The student must ride in buses or other vehicles furnished by the district when involved in school activities. Exceptions must be approved by the principal or his designee prior to the beginning of the trip.

**Searches**

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

**Section 504**

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. A child determined to have 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. The designated person to contact regarding a referral for evaluation applicable to Section 504 is the Campus 504 Coordinator.

**Services and Programs**

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, English language 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 Office of School Leadership and Student Support Services.

**Special Campuses**

Students who wish to attend Carl Wunsche Sr. HS or Early College Academy must be a current student in...
Spring ISD, attending Dekaney HS, Spring HS or Westfield HS.

Carl Wunsche Sr. High School (CWHS)
Carl Wunsche Sr. High School is the district’s career academy. It is designed to offer innovation career pathways.

The online application is open to current 8th grade Spring ISD students. Students must submit their application online at the designated time for admission consideration for the following school year. The online application is considered for the following school year only, and does not carry over to any subsequent years.

Since CWHS does not offer extracurricular courses, transportation will be provided for students who wish to return to their zoned campus to participate in these courses. Students will only be transported at periods 1 and 8. Extracurricular courses are identified as courses offered during the instructional day requiring extracurricular participation (often after school or on weekends). Such courses include: Athletics, Band, Choir, Cheerleading, Color Guard, Drill Team, Theater Arts Honors I – IV, ROTC, Debate II – IV. The only classes a student may take at their zoned campus are those with a required extracurricular component that is not offered at CWHS.

First Phase – Records Review
All applications must be submitted no later than the posted deadline. Each applicant’s previous year’s State of Texas Assessment of Academic Readiness (STAAR) scores, grades, discipline, and attendance records will be scored using a rubric. Applicants who meet the minimum score requirement will be invited to the next phase of the selection process.

Second Phase – Interview
During this phase, applicants will participate in a live panel in-person interview and complete an essay. All interviews and essays will be scored using a CWHS rubric. Only students who earn the minimum amount of points on the CWHS rubrics for the combined phase one and live interview and essay phases will then be invited to participate in the random lottery.

Final Phase – Lotteries
All scholars who have met Phase One and Phase Two selection qualifications names will be placed in Spring ISD’s random lottery, administered by an outside agency. Please be advised that 10 percent of the available seats will be for siblings of current Wunsche students and another 10 percent will be for children of district-employees who meet Phase One and Phase Two requirements. In order to determine who those students will be, two smaller lotteries will be held prior to the general lottery – one for siblings and one for employees’ children. Those not accepted during this process will have an opportunity to enter their name in the general random lottery with all other qualified students. Please be reminded that siblings and/or district-employee lottery applicants will only be classified as such if they have submitted a complete application and have met the necessary points for Phases One and Two. All application statuses – admitted or waitlisted – will be announced immediately after the live lottery, and an official decision notification will be issued to all students who applied.

Roberson Middle School
As a school of choice, interested students must complete all phases of the application process. Spring ISD fifth-grade students who are interested in applying may submit applications on-line. Applicants zoned to Spring ISD but not currently attending a Spring ISD elementary and employee’s children, must also submit an application On-line.
First Phase – Records Review
All applications must be submitted no later than the posted deadline. Each applicant’s previous year’s State of Texas Assessment of Academic Readiness (STAAR) scores, grades, discipline, and attendance records will be scored using a rubric. Applicants who meet the minimum score requirement will be invited to the next phase of the selection process.

Second Phase – Interview
In-Person Interview, Audition, and Teacher Recommendation Form Applicants who receive an invitation to the second phase will participate in a live panel interview. In addition, students are required to choose and present one of the four following audition options: a digital presentation, a digital or standard visual-art portfolio, a vocal performance, an instrumental performance, or a concert/performance dance. All auditions will be scored using a rubric to measure applicants’ interests and abilities related to the courses offered at RMS. As an additional part of the second phase, applicants are required to have a teacher recommendation from a current teacher submitted on his/her behalf. Only students who earn the minimum amount of points on the RMS rubric for the combined live interview, audition, and teacher recommendation form in phase two will then be invited to participate in the random lottery.

Final Phase – Lotteries
All scholars who have met Phase One and Phase Two selection qualifications names will be placed in Spring ISD’s random lottery, administered by an outside agency. Please be advised that 10 percent of the available seats will be for siblings of current 6th and 7th grade Roberson students and another 10 percent will be for children of district-employees who meet Phase One and Phase Two requirements. In order to determine who those students will be, two smaller lotteries will be held prior to the general lottery – one for siblings and one for employees’ children. Those not accepted during this process will have an opportunity to enter their name in the general random lottery with all other qualified students. Please be reminded that siblings and/or district-employee lottery applicants will only be classified as such if they have submitted a complete application and have met the necessary points for Phases One and Two. All application statuses – admitted or waitlisted – will be announced immediately after the live lottery, and an official decision notification will be issued to all students who applied.

Special Education
Students with disabilities are provided with specialized instruction based on individual needs as determined by an Admission, Review, and Dismissal (ARD) Committee. Services are provided in the least restrictive environment with access to the general education curriculum based on the Texas Essential Knowledge and Skills (TEKS). The District provides a full continuum of services for all eligible students from age 3 through 21. For students with a visual or auditory disability, services start as soon as the child is identified, infant through 21.

Standardized Testing
Secondary Grade Levels
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
Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise 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, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

An 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.

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program. A student’s performance at a certain level on the SAT or ACT may also make the student eligible for automatic admission to a Texas public institution of higher education.

### State of Texas Assessments of Academic Readiness (STAAR)

#### 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
- Writing, including revising and editing, in grades 4 and 7
- Science, in grades 5 and 8
- Social Studies, in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level, in order for the student to be promoted to the next grade level.

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

### Texas Success Initiative (TSI) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading,
mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment will be required before a student enrolls in a dual credit

**Steroids**

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

**Students’ Desks and Lockers**

Students’ desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others. Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student’s desk or locker.

**Students in Foster Care**

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

Please contact Glorivee Burgos, who has been designated as the district’s foster care liaison, at 281-891-6197 with any questions.

**Student Speakers**

The district provides students the opportunity to make introductory statements at school events. For the purposes of FNA (Local), a “school event” is a school-sponsored event or activity that does not constitute part of the required instruction for assessment of the school’s curriculum, regardless of whether the event takes place during or after the school day. For events at which a student is to make an introductory statement, the District shall establish, through administrative guidelines, a method, based on neutral criteria, for the selection of such introductory speakers. Any other student speaker at a school event shall be chosen to speak based on neutral criteria. 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).

**Substance Abuse Prevention and Intervention**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (TDSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: [http://www.dshs.state.tx.us/mhsa-child-adolescent-services/](http://www.dshs.state.tx.us/mhsa-child-adolescent-services/).
Substance abuse education is important for children, teenagers, and adults; alike there are so many misconceptions about commonly used legal and illegal substances, such as alcohol and marijuana. Ensuring that children are educated about drugs can help prevent them from using them, especially ones that are made to sound harmless, but are in reality very addictive or dangerous to the body. Helping adults understand the repercussions of drug use can prevent a problem from forming and can provide information they can share with their children to prevent future issues.

**Substance Abuse Counselor**
Susan Black
281-891-6308
sblack@springisd.org

**Substance Abuse Resources**

**Alcoholics Anonymous:** 713-686-6300
12 Step self-help group for those abusing alcohol

**Association for the Advancement of Mexican Americans AAMA:** 713-926-9491
Crisis counseling, emphasis on alcohol and inhalant abusers.

**The Council on Recovery – Houston:** 713-942-4100
Bilingual counseling, assessments, and referral services.

**DAPA Family Recovery Programs:** 713-783-8889
Outpatient addiction treatment - Mental Health and drug addiction program

**Narcotics Anonymous** 713-661-4200
12 Step-program

**Palmer Drug Abuse Program (PDAP)** 281-589-4602
Provides free outpatient drug and alcohol recovery services

**Phoenix House** 281-589-4602
Substance abuse treatment services for adolescents and adults – outpatient and residential substance abuse treatment.

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

**Summer Program**
Summer School courses offered for credit are comparable to the same courses taught during the regular term in reference to content, achievement standards, and time requirements. Grades in such courses will apply to a student’s grade point average. Spring ISD does not permit core course acceleration. Students are not permitted to take courses in the TAKS or STAAR EOC-tested subject areas for initial credit (Language Arts, Math, Science, Social Studies) except in special circumstances as approved by the Chief of School Leadership and Student Support Services.

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

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

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage 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.

Textbooks and Materials

District and state textbooks and other instructional materials (i.e. calculators, cameras, etc. in the secondary schools) are issued/checked out to students and/or parents for their use while enrolled in the District. Materials are checked out to students by their subject level teacher. Students are responsible for the return of all materials issued to them or replacement of instructional materials and equipment issued to them.

- Textbooks must be treated with care at all times and instructional materials and equipment must be appropriately secured.
- The district suggests textbooks be covered in order to prevent damage.
- Textbooks, instructional materials and equipment must be maintained in the same condition as issued.
- Replacement costs are charged for lost or defaced textbooks, defacing or removing the tracking number or barcode, lost or damaged materials and lost or damaged equipment issued to students.
- Fines are assessed for damage to textbooks, instructional materials, and equipment.
- Textbooks, instructional materials, and equipment issued to students must be made available for classroom checks. If these items are not available, they will be treated as lost.
- Textbooks and other materials must not be loaned or shared.
- Report cards will be held until charges for damage or replacement are paid to the school bookkeeper.

Replacement textbooks and replacement materials or equipment will not be issued until charges are cleared. Refund claims and returning of textbooks must be completed within 10 working days after school is out. Should the lost textbook or other instructional material be found, the payment for the lost item will be refunded by school check. Refund claims must be completed within one week after school concludes for the school year.

Trained Dogs (All Grade Levels)

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers, classrooms and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.
Transfer of Grades:

Students transferring courses into a Spring ISD high school with letter grades on their transcripts will have their grades converted to the following numerical equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>C</td>
<td>77</td>
</tr>
<tr>
<td>D</td>
<td>72</td>
</tr>
<tr>
<td>F</td>
<td>65</td>
</tr>
</tbody>
</table>

Grades from sending schools will be weighted proportionately to the time spent in that school. Grading scales are numerically the same in introductory, and grade level courses. The difference is in the number of grade points earned for a particular grade in each of these courses.

Thus, the same numerical grade earned would vary in grade points with the level of the course and could significantly affect class rank. Refer to the Education Planning Guide for the specific grade point conversion scale.

Transfers from One Classroom to Another

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

Vandalism

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—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.

Vehicles on Campus (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student’s parent will be contacted. If a search is also refused by the student’s parent, the district will turn the matter over to the SISD Police Department. The district may, in certain circumstances, contact the SISD Police Department even if permission to search is granted.

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, please contact Child Nutrition Services. [See policies at CO and FFA.]

Video Cameras

For safety purposes, video and audio recording equipment is used 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 routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

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 must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor’s arrival, the individual must check in at the main office first.

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

Visitors Participating in Special Programs for Students
On Spring Independent School College Night, which is held during the month of October each fall, 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
We appreciate the efforts of parent, family and community volunteers that are willing to serve our district, schools and students. The Family and Community Engagement Department offers a variety of volunteer opportunities such as mentoring, serving on parent committees, and serving as hall and cafeteria monitors. In addition, each campus offers volunteer opportunities specific to each school. If you are interested in volunteering, please contact the Family and Community Engagement Department at 281-891-6736 for more information and to complete a volunteer application.

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.

Waiver of Fees
The District is authorized to charge fees or require deposits for some materials and activities. Student and their parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver or for an installment plan. Upon receipt by the District of reliable proof that a student and his parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit may qualify for a fee waiver. Such student and their parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver or for an
installment payment plan for a lost or damaged textbook.

**Withdrawing from School**

A student under age 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal’s office. On the student’s last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student’s permanent record. 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.

**GLOSSARY**

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

ARD is the admission, review, and dismissal committee convened 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.

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

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

ESSA is the Every Student Succeeds Act passed by the federal government in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student’s parent or a student 18 or older directs the school not to release directory information.
IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student’s present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student’s progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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.

Personal Protective Equipment, commonly referred to as “PPE”, is equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses. Personal protective equipment may include items such as masks, gloves, or safety glasses.

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, 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.

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

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 assist the district in ensuring that local community values and health issues are reflected in the district’s health education instruction, along with providing assistance with other 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, effective beginning with certain students for the 2011–2012 school year.
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.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. 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. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

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

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

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.
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 http://pol.tasb.org/Home/Index/598. Below is the text of Spring Independent School District’s policy FFI (LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI (LOCAL)

Adopted on 07/19/2012

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

BULLYING PROHIBITED

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

DEFINITION

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

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

This conduct is considered bullying if it:

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

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

RETRIBUTION

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

EXAMPLES

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURE

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.

EMPLOYEE REPORT

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

REPORT FORMAT

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

PROHIBITED CONDUCT

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

INVESTIGATION OF REPORT

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

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

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

DISTRICT ACTION 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.

DISCIPLINE

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.

CORRECTIVE ACTION

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.

TRANSFERS

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

COUNSELING

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

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.
<table>
<thead>
<tr>
<th>RECORDS RETENTION</th>
<th>Retention of records shall be in accordance with CPC (LOCAL).</th>
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<tbody>
<tr>
<td>ACCESS TO POLICY AND PROCEDURES</td>
<td>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.</td>
</tr>
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APPENDIX II:
Acknowledgment Form—Amendment

Note to handbook developer: You might keep this form on hand throughout the school year to assist in documenting communication of Student Handbook amendments made during the year.

My child and I have received a copy of the 2021–22 Spring Independent School District Student/Parent Handbook.

Print Name of Student: ____________________________

Signature of Student: ____________________________

Date: ____________________________

Print Name of Parent: ____________________________

Signature of Parent: ____________________________

Date: ____________
APPENDIX III:

STUDENT DEVICE INITIATIVE HANDBOOK

2021-2022 School Year
Grades Pre-K through 12
**SISD Chromebook Initiative**

The mission of the Chromebook program in the Spring Independent School District will focus on using the Chromebook as a tool to provide students with effective and engaging instruction based on the standards and curriculum of the district. The digital content, strategies, and resources embedded in the curriculum will provide support for planning instruction with technology, not teaching the technology itself. The primary goal is always effective and engaging instruction.

The focus of the Chromebook program at Spring ISD is to provide tools and resources for the 21st Century learner. Excellence in education requires that technology is integrated seamlessly throughout the educational curriculum. Increasing access to technology is essential in building upon college and career readiness skills. The individual use of Chromebooks is a way to empower students to maximize their full potential and to prepare them for college and the workplace.

Learning is a result of the continuous dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with Chromebooks integrating technology into the curriculum anytime and anywhere.

Spring ISD encourages students to use a variety of technologies to enhance their learning. With this privilege and opportunity to explore resources comes responsibilities for both parents and for students. To ensure the privacy and safety of our students, and to protect data and our resources, we ask parents and students to become familiar with the policies and regulations that have been established for technology use in the district. Policies and regulations include but are not limited to the Acceptable User Policy, Student Code of Conduct, discipline policies, and this document. Spring ISD's aim is to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. The procedures, guidelines, and other information within this document apply to the use of all technology devices used in Spring ISD.

*Teachers/schools may set additional requirements for use in their classroom.

1. **Issuing of Chromebooks**

   Chromebooks will be distributed each fall. Parents and students must sign and return the 1:1 Handbook Policy and Responsible Use Policy document before the device can be issued to their child. This document can be found on the last page of this handbook.

2. **Taking Care of Your Chromebook**

   Students are responsible for the care of the Chromebook they have been issued by Spring ISD. **No other person should have use of this Chromebook except the student it is issued.**

   Students found using a Chromebook other than the one that they have been assigned
will be subject to discipline referral. Additionally, students found to be allowing others to use their assigned Chromebook will be subject to discipline referral.

General Precautions
- No food or drink is allowed next to your Chromebook.
- Cords, cables, and removable storage devices must be inserted carefully.
- Students should never carry their Chromebook while the screen is open unless directed to do so by a teacher.
- Chromebooks should be closed when not in use to conserve battery life.
- Chromebooks must remain free of any writing, drawing, stickers, or labels that are not installed by Spring ISD.
- Chromebooks and Laptops should be used on a hard surface such as a table or desk. Devices that are left powered on and left on soft surfaces such as a bed can cause them to overheat and damage the device.

Carrying the Chromebook
- Chromebooks should be closed when carrying unless otherwise directed by a teacher.
- Chromebooks should never be held by the upper assembly (screen/lid) as this can cause damage to the screen.
- In middle school and high school, it is recommended that Chromebooks be transported between inside the student’s backpack when moving between classrooms.
- Avoid placing sharp or abrasive objects up against the Chromebook as this can scratch or otherwise damage the device.

Chromebook Case
- Each new Chromebook issued will have a protective hard-shell case installed.
- Students should never remove this case for any reason. Only authorized technology and administrative personnel are to remove the case from the Chromebook. Removal of the case by the student will be subject to discipline referral.

Screen Care
The Chromebooks screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen. To avoid damage please adhere to the following rules:

- Do not lean on the Chromebook.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in between the keyboard and screen when the Chromebook is shut.
- Do not place anything on top of the Chromebook
- Clean the screen only with a soft, dry cloth (preferably a microfiber cloth). Avoid using paper towels, napkins, or other paper products as these can scratch the screen.
- Do not use glass cleaner or any other harsh cleaning chemicals on the display.
- Do not spray water or any other liquid directly onto the screen or any other surface of the Chromebook.

3. Using Your Chromebook at School

- Chromebooks are intended to be used at school each day. In addition to teacher expectations for use, school messages and emails, announcements, calendars, schedules and grades may be accessed using the Chromebook device. Students will utilize the Chromebooks only as instructed by the teacher.
- Students are responsible for properly connecting the charging cable to their Chromebook at the end of the school day to ensure it is fully charged at the beginning of the next day. If a student is unable to use their Chromebook because it was not properly charged, teachers may issue a consequence.
- Inappropriate media may not be used as a screensaver or background on your device. Presence of inappropriate material will result in disciplinary actions.

4. Managing Files and Saving Work

- Students will use Google Drive or Schoology to save and submit their work. Each classroom teacher will instruct their class on the expectation for the submission of their work. Students will be unable to save files on the physical storage of the device.

5. Protecting and Storing Your Chromebook

- Chromebook Identification- All devices are labeled in the manner specified by the district. Under no circumstances are students to modify, remove, or destroy identification labels. This includes but is not limited to:
  - Stickers that contain asset information affixed to the bottom of the Chromebook
  - Manufacturer serial number affixed to the bottom of the Chromebook
  - White Chromebook number label affixed to the lid of the Chromebook
  - Chromebooks should be stored properly during lunch and gym.
  - Elementary- Chromebooks should be properly stored in the homeroom.
  - Middle and High School- It is the student’s responsibility to properly secure the locker. Alternatively, during lunch, the Chromebook can be brought to the cafeteria but must be left in the student’s backpack at all times.
  - Chromebooks must be charged each evening and ready for the next school day.

6. Chromebook Technical Support

Any technical issues or physical damage should be immediately reported to the teacher. Teachers will contact the Technology Department to have the issue resolved.

7. Technology Responsible Use

General Guidelines
- Students will have access to forms of media and communication in support of their learning, research and in support of educational goals and objectives of
Students are responsible for their ethical and educational use of the technology resources of Spring ISD.

Access to Spring ISD technology resources is a privilege and not a right. Any violation of these rules can result in the loss of privileges as well as other disciplinary action as defined by the district’s Responsible Use Policy, Discipline Policies, or other policies.

Recognizing it is impossible to define every instance of responsible and irresponsible use, it will be at the discretion of the district leadership (including Technology) and/or school administration to use judgment as to what is responsible in any undefined instance that may arise.

Privacy and Safety

Do not go into any chat rooms other than those set up by your teacher or mandated in other distance education courses.

Do not open, use, or change computer files not belonging to you.

Do not reveal personal information including your full name, phone number, home address, social security number, credit card numbers, passwords, or passwords of other people.

Keep your passwords secret

Email and Google G Suite:

Students in need of email for academic reasons should only do so using the Google Gmail system managed by Spring ISD.

Do not transmit language/material that is profane, obscene, abusive, or offensive to others.

Spring ISD email and Google G Suite use is monitored at all times.

Students under the age of 13 will only be able to communicate with other students and faculty.

It is unacceptable to send any mass email to recipients within or outside of Spring ISD.

8. Loss, Damage, and Theft

Accidental damage

Damage that hinders or prevents the use of the Chromebook for academic purposes shall be repaired or replaced by the district. Students and parents are responsible for the cost of repair or replacement consistent with Spring Independent School District Policy.

Cosmetic damage that does not hinder or prevent the use of the Chromebook for academic purposes will not be repaired.

Damage due to intentional misuse or neglect

Damage caused by intentional misuse or neglect is subject to disciplinary actions up to a disciplinary hearing and can also result in the loss of Chromebook privileges.

If the damage hinders or prevents the use of the Chromebook for academic purposes, the damaged Chromebook will be repaired or replaced by the districts.
Loss and theft
  ▪ Chromebooks that are lost or stolen will be replaced by the school district and the student/parent/guardian will reimburse the district for the cost of replacement.

Any of the above consequences can be modified at the discretion of the building administration.

Responsible Use
Use of the internet and digital devices is intended to further student learning for Spring Independent School District students. Students and staff have a responsibility to use the Internet, other software, and hardware in a responsible and informed way, conforming to understood, responsible use and courtesies. It is all staff members’ responsibility to educate students about appropriate online behavior, including interactions with other individuals on social networking sites/chat rooms, and cyber bullying awareness and response. Failure to adhere to rules set by Spring ISD can result in disciplinary action, including referrals and suspension of privileges.

Be Responsible
  ▪ Only use the Internet and school network for classroom-related activities.
  ▪ Only use email, chat rooms, social networks only at the direction of the instruction and as part of a class curriculum.
  ▪ Use the Internet and computers as directed by your teachers.

Be Respectful
  ▪ Respect and protect your privacy and the privacy of others
    ▪ Use only your assigned accounts.
    ▪ Remember when participating in online classes, your interactions have an effect on others. Disrespect or outbursts take away from the learning experience of others.
    ▪ Represent yourself truthfully. Example -do not change your screen name to misrepresent yourself
  ▪ Respect and protect the integrity, availability, and security of all electronic resources
    ▪ Observe all network security practices
    ▪ Treat technology equipment with care and report any damages, security risks, or violations to a teacher or administrator
  ▪ Respect and protect the copyrighted/intellectual property of others
    ▪ Cite all sources appropriately
    ▪ Follow all copyright laws
  ▪ Respect and practice the principles of community
    ▪ Communicate only in ways that are kind, responsible, respectful, safe, and lawful
    ▪ Obtain permission before taking/using photos, videos, or images of other people
    ▪ Observe all technology security practices
Use only school appropriate language, images, and videos

**Be Safe**

- Immediately report threatening or offensive materials to a teacher or administrator
- Protect personal identity and the identity of others online
- Follow district and school guidelines for web publishing
- Use all equipment and systems carefully, following instructions
- Keep passwords secret
Spring Independent School District

2021-2022 Parent / Student Chromebook User Agreement

Spring Independent School District has initiated a 1:1 Chromebook program for students and teachers in an effort to embrace 21st Century Skills. Some of our goals for students include:

▪ To enhance remote learning options.
▪ To increase productivity and engagement of all learners.
▪ To make student-centered learning a priority.
▪ To increase collaboration, creativity, critical thinking and communication in our students.
▪ To prepare students for a 21st Century environment.

Acceptable Use
While at school, Internet and Chromebook use will be monitored through district-level management software. Anyone found violating acceptable use will be subject to disciplinary actions. Students are responsible for the care of the Chromebook they have been issued. Each student is responsible for adhering to the district’s Acceptable Use Policy.

Parent or Guardian Agreement
▪ I understand that this Chromebook is designated for educational purposes and therefore my child’s actions may cause the removal of his/her Chromebook privileges.
▪ I assume financial responsibility should my child be deemed responsible for a lost Chromebook or charger.
▪ I understand that the Chromebooks are district owned devices and all content stored on the Chromebook and Google Drives are subject to review at any time.
▪ I understand that I am responsible for my student following rules explained in this document, Student Code of Conduct, and the district’s Acceptable Use Policy.

By accepting a Spring ISD issued Chromebook I agree to the terms and conditions contained in this document.

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<th>Parent or Guardian's Printed Name</th>
<th>Parent or Guardian's Signature</th>
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<th>Student's School</th>
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<th>Student's Home Room</th>
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