

# New Braunfels ISD



## Elementary and Secondary Student and Parent Handbook 2009-2010

*2009 Legislative changes and commissioner rules that we receive throughout the year will be updated on the electronic version of this document located at the NBISD website*

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## NEW BRAUNFELS ISD MISSION

The mission of the New Braunfels  
Independent School District is  
**Excellence in Education for All  
Students**

## Preface

To Students and Parents:

**Welcome to the 2009–2010 school year!** 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 New Braunfels ISD Student and Parent Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

**Section I—REQUIRED NOTICES AND INFORMATION FOR PARENTS**—with notices that the district must provide to all parents, as well as other 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; and

**Section II—INFORMATION FOR STUDENTS AND PARENTS**—organized alphabetically by topic for quick access when searching for information on a specific issue.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the New Braunfels ISD **Student Code of Conduct**, which is a document adopted by the board and intended to promote school safety in an atmosphere for learning. That document is included in this handbook and posted on the NBISD website: [www.newbraunfels.txed.net](http://www.newbraunfels.txed.net).

The Student Handbook is designed to be in harmony with board policy and the **Student Code of Conduct**. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

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

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the campus principal.

Also, please complete and return to your child’s campus the following required forms which can be found on the back of your child’s Age, Residence, Grade (AGR) card:

Parental Acknowledgment Form & Student Directory Information Form. Release of Information to Military Recruiters and Institutions of Higher Learning Form (can be found on page 44 of the student and parent handbook)

[See **Obtaining Information and Protecting Student Rights** on page 2 and **Directory Information** on page 6 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review online at [www.newbraunfels.txed.net](http://www.newbraunfels.txed.net) or at the Office of the Assistant Superintendent of Business & Operations, 430 W. Mill.

## C A M P U S D I R E C T O R Y

### Carl Schurz Elementary

633 W. Coll St  
(830) 627-6680

Principal: Wendy McMullen

### County Line Elementary

1200 County Line Rd  
(830) 627-6540

Principal: Deborah Cary

### Klein Road Elementary

2620 Klein Way  
(830) 221-1700

Principal: Kara Bock

### Lamar Elementary

240 N. Central  
(830) 627-6890

Principal: Shana Behling

### Lone Star Elementary

2343 W. San Antonio St.  
(830) 627-6750

Principal: Curtis Wubbena

### Memorial Elementary

1191 S. Walnut  
(830) 627-6470

Principal: Duane Trujillo

### Seele Elementary

540 Howard  
(830) 627-6750

Principal: Cris Vasquez

### Walnut Springs Elementary

1900 S. Walnut  
(830) 627-6540

Principal: Jana Cervantes

### NB High School

2551 Loop 337  
(830) 627-6000

Principal: Robert Rodriguez

### NB Middle School

659 S. Guenther  
(830) 627-6270

Principal: John Burks

### NB Learning Center

902 W. San Antonio St  
(830) 627-6960

Principal: George Grams

### Oak Run Middle School

415 Oak Run Point  
(830) 627-6400

Principal: David Simmons

## SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the New Braunfels ISD Student and Parent Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

### Statement of Nondiscrimination

In its efforts to promote nondiscrimination, New Braunfels ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Kathy Kenney, Director of Human Resources & Student Services, 430 W. Mill Street, (830) 643-5746.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Elisa Racanelli, Director of Special Programs, 430 W. Mill Street, (830) 643-5739.
- All other concerns regarding discrimination: See Randy Moczygamba, Assistant Superintendent of Business & Operations, 430 W. Mill Street, (830) 643-5758.

[See FB (LOCAL) and FFH (LOCAL)]

### PARENTAL INVOLVEMENT

#### 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 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 counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 13 and **Academic Programs** on page 8.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, 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. [See **Report Cards/Progress Reports and Conferences** on page 34.]
- Becoming a school volunteer. Volunteers must attend orientation yearly. [For further information, see policies at GKG and contact the campus principal.]
- Participating in campus parent organizations. Parent organizations include: PTA, etc.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact Stephanie Ferguson, Public Information Officer, (830) 643-5720.]
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 29.]
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

### PARENTAL RIGHTS

#### Obtaining Information and Protecting Student Rights

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 Surveys and Activities**

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 or selling that information.
- 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.]

### **Inspecting Surveys**

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

### **Requesting Professional Qualifications of Teachers and Staff**

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

### **Reviewing 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.

### **Displaying a Student's Artwork and Projects**

The district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

### **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 counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

[See **Student Records** on page 5.]

### **Granting Permission to Video or Audio Record a Student**

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, 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; or

- When it relates to media coverage of the school.

[See “Permission to Video or Audio Record a student” which can be found on the back of your child’s Age, Grade, Residence (AGR) card.]

### **Removing a Student Temporarily from the Classroom**

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 the Texas Education Agency.

### **Excusing a Student from 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 United States 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. [See **Pledges of Allegiance and a Minute of Silence** on page 32 and policy EC (LEGAL).]

### **Excusing a Student from Reciting a Portion of the Declaration of Independence**

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 United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

### **Requesting Notices of Certain Student Misconduct**

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

### **Requesting Transfers for Your Child**

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the Campus Principal to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is **not** provided for a transfer to another campus. See the Campus Principal for information. [See policy FDB.]  
[See **Bullying** on page 9, and policy FFI (LOCAL).]
- To 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. [See policy FDD (LOCAL).]
- To request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policies FDD (LEGAL) and (LOCAL).]

### **Requesting Classroom Assignment for 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 14<sup>th</sup> day after the enrollment of your children. [See FDB (LEGAL).]

## **OTHER IMPORTANT INFORMATION FOR PARENTS**

### **Parents of Students with Disabilities**

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see **Special Programs** on page 37 and contact Martie Rodriguez, Director of Special Education at (830) 643-5757.

### **Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education**

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

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Martie Rodriguez at (830) 643-5757.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB (LOCAL).]

### **Services for Title I Participants**

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Elisa Racanelli and may be contacted at (830) 643-5739.

### **Student Records**

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The 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 becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, 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.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, 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; or investigating or evaluating programs
- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

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

Records may be inspected by a parent or eligible student during regular school hours. 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(es) of the principals' offices are located on page 1.

A parent (or eligible student) may inspect the student's records and request a correction 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 campus principal. 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 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), **Report Cards/Progress Reports and Conferences** on page 34, and **Student or Parent Complaints and Concerns** on page 10 for an overview of the process.]

The district's policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at <http://www.newbraunfels.txed.net>.

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.

**Please note:**

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

**Directory Information**

The law permits the district to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made on the back of the child's Age, Grade, Residence (AGR) card within ten school days of your child's first day of instruction for this school year. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" which can be on the back of the child's Age, Grade, Residence (AGR) card.]

**Release of Student Information to Military Recruiters and Institutions of Higher Education**

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form has been attached for you to complete which can be found on page 45 if you do not want the district to provide this information to military recruiters or institutions of higher education.

**Bacterial Meningitis**

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

- What is meningitis?

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

- What are the symptoms?

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

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

- Where can you get more information?

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

## SECTION II: INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the 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 conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the school office.

### ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. State laws—dealing with compulsory attendance, attendance for course credit, citizenship activities and autism therapies—of special interest to students and parents are discussed below.

#### Compulsory Attendance

State law requires that a student between the ages of six and 18 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.

A student who voluntarily attends or enrolls after his or her 18<sup>th</sup> birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 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 FEA]

Students enrolled in pre-kindergarten or kindergarten are required to attend school.

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.

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction (termed “accelerated instruction” by the state) assigned by a grade placement committee and basic skills for ninth graders; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. An attendance warning letter may be sent to parents of students absent without excuse for three or more days within a grading period. A complaint against the parent may be filed in court if the student is absent without excuse from school on five or more days or parts of days within a semester.

If the student is over age 18, the student’s parents shall not be subject to penalties as a result of their child’s violation of state compulsory attendance law.

#### Attendance for Credit

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

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and documented health-care appointments will be considered days of attendance for this purpose. [See policies at FEB.]
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- 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 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.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

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

#### **Citizenship Activities**

A student's absence for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship or to take part in a United States naturalization oath ceremony, including travel for those purposes shall be excused and the student is included in average daily attendance if the student makes up the school work missed.

#### **Autism Therapies**—returning to school the same day

The district will excuse certain temporary absences for appointments with health care professionals, including the temporary absence of a student diagnosed with autism spectrum disorder for an appointment with a health care practitioner to receive a generally recognized service for persons with autism spectrum disorder, including applied behavioral analysis, speech therapy, and occupational therapy.

#### **Parent's Note after an Absence**

When a student must be absent from school, the student—upon returning 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 18 or older.

#### **Doctor's Note after an Absence for Illness**

Upon return to school, a student absent for more than 5 consecutive days or 7 cumulative days in a semester 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. [See FEC (LOCAL).]

#### **Driver License Attendance Verification**

To obtain a driver license, a student between the ages of 16 and 18 must provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The student can obtain this form at the campus attendance office.

#### **ACADEMIC PROGRAMS**

The school counselor provides students and parent's information regarding academic programs to prepare for higher education and career choices. [For more information, see page 8 of this handbook and policies at EIF.]

[See **Academic Counseling** on page 13.]

**Academic Integrity**—See NBISD *Student Code of Conduct*

#### **State Curriculum**

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS). Local instructional plans are based upon this State curriculum frameworks and state recommended program standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of local curriculum.

### **Local Curriculum (EIA Local)**

The District shall establish a curriculum scope and sequence to clarify and simplify the Texas Essential Knowledge and Skills (TEKS) for grade-level subjects or courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the grade level TEKS objectives and targets. The student's mastery level of their grade level TEKS shall be a major factor in determining the grade for a subject or course.

Each elementary school maintains a balanced curriculum. Curriculum offerings include Reading, Language Arts (oral language development, composition writing, handwriting, spelling, mechanics), Science, Mathematics, Social Studies, Physical Education/Wellness, Fine Arts (Art, Music, and Theater Arts), Technology Applications, and if desired, Languages Other Than English (Texas Education Code).

The NBISD curriculum scope and sequences are developed from the Instructional Planning Guides (IPGs) created by professional staff in coordination with the NBISD Department of Instruction curriculum specialists. The development, alignment, revision, and review of District curriculum is carried out under the direction of curriculum specialists with teams of teachers. The **scope** of the objectives under the curriculum documents reflects the TEKS and cannot be waived, altered, or portions eliminated, unless otherwise recommended by an Admission, Review, and Dismissal (ARD) Committee.

### **Instructional Materials**

State-adopted textbooks and electronic media serve as instructional resources to meet course and curriculum objectives. In Texas, textbooks and electronic media are currently provided by the state from an approved list. District-adopted textbooks are selected through a formal committee process (19 TAC 67.107). Requests to select alternate textbooks or systems must be based upon analysis of alternate resources and student performance data; and must follow the applicable textbook waiver process. Locally-purchased instructional materials are selected by the District, campus or individual teachers to further meet the needs of students. Some instructional materials and resources, both state-adopted and locally-purchased, may be available to students only in an on-line format. These materials are considered to be an integral part of the instructional programs and may not have access denied through a waiver.

### **Instructional Practices**

Instructional strategies and practices to ensure student success are based upon campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the instructional objectives that reflect the Texas Education Agency TEKS and address the skills and concepts needed for successful performance in the current grade and in subsequent grade levels. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Achievement grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

### **AWARDS AND HONORS**

Contact the campus for a list of awards and honors.

### **BULLYING**

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

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI (LOCAL).]

### **CAREER AND TECHNOLOGY PROGRAMS**

The district offers career and technology programs in Agriculture, Food, Natural Resources, Transportation, Distribution, Logistics, Business, Management, Administration, Marketing, Sales, Service, Law, Public Safety, Corrections & Security, Human Services, Health Services, Information Technology, and Manufacturing. It is the policy of New Braunfels ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

New Braunfels ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

### **CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT**

See the NBHS 2009-2010 course catalogue, available at the NBHS website or by request at the High School.

Texas students who graduate in the top ten percent of his or her class are eligible for automatic admission into any public universities and colleges in Texas if the student: *(This does not apply to the University of Texas at Austin which caps their top ten percent enrollment to 75% of each year's freshman class beginning with fall 2011. )*

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

Students and parents should contact the counselors for further information about the application process and deadlines.

### **CLASS SCHEDULES**

Students may *request* corrections to their schedules for any reason during the first TWO weeks by completing a Student Request for Schedule Correction form. This form may be obtained from the counselors' secretary. Requests for schedule changes will **not** be accepted after the SECOND week of each semester. Since schedule changes may have a significant negative impact on class size, instructional effectiveness, or teacher availability these requests may or may not be granted. After the first TWO week deadline schedule changes will be considered only for the following reasons:

The student:

- Is a senior not scheduled in a course needed for graduation.
- Has already earned credit for a course in which he/she is currently scheduled.
- Does not have the prerequisite(s) for a class listed on his/her schedule.
- Has previously failed this course under the same teacher.
- Has been dismissed from a program for which approval must be granted for placement.
- Does not have a full schedule or a data entry error (no lunch, class listed twice, free period, etc).
- Is requesting a level change\* (see below).
- Other as approved by building administrator or designee.

\*Course Level Changes: Level changes from Pre-AP, AP or Dual Credit course to the academic level of the course after the second week of the semester will be considered at the end of each grading period (each six week period).

To be eligible for a course level change, a student must have been misplaced in the current course. To transfer to a lower level class, the student must have made a **sincere effort** to succeed, as determined by the campus, by completing work and attending class and tutorials. If these conditions are met and the student is earning less than a grade of 75, that student will be considered for a change. To prevent a negative impact on other students, final approval will depend upon space and teacher availability in the receiving class.

**Emergency Situations:** Students who miss a significant amount of school for unavoidable emergency reasons may request consideration to drop a class with no academic repercussions through the Student Support Team (SST) or Admissions, Review, Dismissal (ARD) process.

### **Alternative Education**

Enrollment at the New Braunfels Learning Center School of Choice will be open for enrollment during the first six week period of each semester (individual exceptions may be considered by the district or campus administrators on an emergency basis). Course availability and grading guidelines may vary at the New Braunfels Learning Center School of Choice and/or Disciplinary Alternative Education Placement (DAEP) from other secondary schools due to the self-paced nature of this flexible environment. Students' progress through both computer-based and hands-on curriculum tailored to their specific needs. Grades are earned upon individual completion of credits. Teachers administer pre- and post-tests to students at the times students begin and complete coursework, not at the quarterly or six week grading periods.

### **COLLEGE CREDIT COURSES**

New Braunfels High School offers dual credit courses that adhere to college-level standards and are similar in academic rigor to Advanced Placement (AP) courses. The primary purpose of the dual credit program is to enable students who meet the requirements to earn college credits while completing their high school education. A successfully completed dual credit course earns the student college credit which may be applied toward an associate degree and/or may transfer to other colleges and universities. Student should verify with the college they plan to attend after high school graduation, that the college credits earned through the dual credit program will transfer and apply toward a college degree.

Students applying for dual credit courses must:

- Take the assessment test (Accuplacer) offered in the Spring prior to enrollment in the course or meet exemption requirements. See your counselor for details.
- Complete the application process at ApplyTexas.org
- Include the dual credit course as a selection on the choice card
- Complete the dual credit form and return it with the registration materials

- Apply for no more than 2 dual credit courses (6 college hours) courses per semester. Students who wish to take more than 2 dual credit courses will have to pay the college tuition to the university.

Students in grades 9–12 may contact their counselor for additional ways to earn college credit.

### **COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the districts website at <http://www.newbraunfels.txed.net>.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

### **COMPUTER RESOURCES**

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail using district computers are not private and will be monitored by district staff. [For additional information, see policies at CQ.]

### **Copyrighted Materials**

Employees and students are expected to comply with the provisions of copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Rented videotapes are to be used in the classroom for educational purposes only. Duplication or backups of computer programs and data must be made within the provisions of the purchase agreement.

The district's electronic communications systems, including its network access to the Internet, are to be used primarily for administrative and instructional purposes. Electronic mail transmissions and other use of the electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use.

Employees and students who are authorized to use the systems are required to abide by the provisions of the district's communications systems policy and administrative procedures. Failure to do so can result in suspension or termination of privileges and may lead to disciplinary action. Employees with questions about computer use and data management should contact the technology department at (830) 643-5724.

- i. The use of any technology (including, but not limited to, computers, network-delivered services, the Internet, audio-visual equipment, telephones, televisions, and VCRs) must support the educational goals of New Braunfels Independent School District (NBISD). Use must be authorized by a NBISD staff member and must lie within the bounds of NBISD curriculum.
- ii. Students and employees are *not* to bring network-capable electronic devices to the school district buildings and connect to the district network.
- iii. Accessing or transmitting any material that is considered inappropriate or is in violation of any federal or state law is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene materials, or material protected by trade secrets.
- iv. Individual(s) involved in any of the following will be subject to disciplinary action in accordance with the NBISD *Student Code of Conduct*:
  - a. Any involvement in, or attempt to access, alter, or change the data of another user (trespassing or vandalism)
  - b. Any involvement in, or attempt to access, alter, or change the configuration of a computer in such a way that would disrupt use or interrupt instruction (vandalism)
  - c. Any involvement in, or attempt to access, alter, or change network configuration, security, or administration without written permission from the NBISD Director of Technology or his/her designee (trespassing or vandalism)
  - d. Spamming (sending unsolicited email to a large number of people), flaming (profane, obscene or harassing) or participating in chain letters
  - e. The Department of Technology reserves the right to confiscate equipment that is threatening to compromise the integrity of the district's network
- v. NBISD computers, telephones, the Internet, and other network-delivered services should not be used for personal profit.
- vi. When placing, removing, or restricting access to specific databases, the Internet, or other network-delivered services, school officials shall apply the same criteria for educational suitability used to evaluate all other educational resources.

- vii. Parents who have objections to the Internet or other network-delivered services may assume responsibility for imposing restrictions only on their own child(ren). Any parent wishing to restrict his/her child's access to such services must provide the school with this restriction in writing. For details, see the NBISD board policy governing the selection and adoption of instructional materials.

All users are expected to abide by the generally accepted rules of network etiquette. In addition to regular classroom rules, network etiquette rules include the following:

- a) **BE POLITE.** Never send, or encourage others to send, abusive messages.
- b) **USE APPROPRIATE LANGUAGE.** Remember that you are a representative of your school and district on a non-private system. You may be alone with your computer, but what you say and do on your computer can be viewed globally. Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
- c) **PRIVACY.** Do not reveal any personal information, including your name, home address or personal phone numbers, or those of students or colleagues. Do not share passwords with others. You are responsible for the activity that takes place under your password.
- d) **ELECTRONIC MAIL.** Never assume electronic mail is private. Messages relating to or in support of illegal activities must be reported to the authorities.
- e) **DISRUPTIONS.** Do not use the network in any way that would disrupt use of the network by others. This includes non-instructional chat, chain letters, instant messaging, online non-instructional games, downloading software, and social networking sites such as MySpace.com.
- f) **OWNERSHIP.** Any data, or communication placed on district equipment will become the property of NBISD. Network servers are provided for instructional purposes, and permission to store documents, etc. on these servers must be obtained. Only software that is owned/purchased and approved by the district may be installed on district computers. Software that is not owned by the district must be approved by the Director of Instructional Technology before it can be installed. Videos/DVD's that are not owned by the district must be approved by the campus administration before viewing.

## **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—and consequences for violation of these standards. Consideration will be given as a mitigating factor in determining appropriate disciplinary action to be taken against a public school student. 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. The **Student Code of Conduct** is located at the end of the Student & Parent Handbook.

### **Corporal Punishment**

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

### **Disruptions**

As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on 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 and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

## **Telecommunications Devices, Including Mobile Telephones**

For safety purposes, the district permits students to possess telecommunications devices, including mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing. The use of mobile telephones in locker rooms or restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited.

A student who uses a telecommunications device during the school day shall have the device confiscated. The parent may pick up the confiscated telecommunications device from the principal's office before or after school. The principals will determine whether to return the item(s) to the student at the end of the day. The school may charge an administrative fee of not more than \$15 before the release of certain telecommunications devices.

The school or New Braunfels ISD is not responsible for damage, theft, or loss of prohibited items at school.

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

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

## **Other Electronic Devices**

Students are not permitted to possess such items as, radios, CD players, MP3 players, video or audio recorders, DVD players, cameras, games, or other electronic devices at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Any disciplinary action will be in accordance with the ***Student Code of Conduct***. The district will not be responsible for any damaged, lost, or stolen electronic device.

## **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.

## **CONTAGIOUS DISEASES / CONDITIONS**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

## **CORRESPONDENCE COURSES**

The district permits high school students to take correspondence courses for credit toward high school graduation, as long as the student is taking a course from a TEA approved institution.

Texas Education Code §74.23 clearly outlines The State Board of Education's policies regarding awarding of credit for Correspondence Courses. State graduation credit may be granted under this section only under the following conditions:

- (1) The institution offering the course must be The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education.
- (2) The correspondence course must include the essential knowledge and skills as specified in §74.1 (relating to Essential Knowledge and Skills) for such a course.

## **COUNSELING**

### **Academic Counseling (Secondary)**

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 spring, students in grades 6 through 12 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 vocational opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

## **Personal Counseling**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should communicate with their teacher or office personnel.

## **Psychological Exams, Tests, or Treatment**

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to FFE (LEGAL) and FFG (EXHIBIT).]

## ***CREDIT FOR ACCELERATION—If a Student Has Not Taken the Course***

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. The dates on which exams are scheduled during the 2009–2010 school year include:

Dates Scheduled:

September 5, 12 and/or 19, 2009

June 8, 9 and/or 10, 2010

A student will earn credit with a passing score of at least 90 on the exam. If a student is given credit in a subject on the basis of an examination, the school district is required to enter the examination score on the student's transcript. (TAC §74.24.c). There are no fees for credit for acceleration.

If a student plans to take an exam, the student (or parent) must register with the counselor at least 15 days prior to the scheduled testing date. The district will not honor a request by a parent to administer a test on a date other than the published dates. The school district uses the University of Texas Credit for Acceleration tests which are approved by The State Board of Education. [For further information, see EEJB (LOCAL).]

## ***CREDIT BY EXAM—For students who have had prior instruction in the course***

A student who has previously taken a course or subject may be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction includes, but is not limited to, failed coursework, homeschooling, unaccredited correspondence courses, or credits from unaccredited institutions. The following website lists all accredited private school programs in Texas: <http://www.tepsac.org>.

Students/parents seeking credit from homeschooling, unaccredited correspondence, or credits from unaccredited institutions must see their counselor and complete the District's petition for credit from non-accredited programs.

For students seeking credit by exam from failed courses or loss of credit due to absences, they must receive approval from their counselor or administrator to take the district approved assessment. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities.

[For further information, see the counselor and policies EEJA.]

## ***DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION***

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

## **Dating Violence**

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. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the

student, threats to commit suicide or homicide if the student ends the relationship, 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.

### **Gangs/Gang Free Zones**

All NBISD property, including but not limited to schools, parking lots, athletic facilities and administration buildings, are considered "gang-free-zones". Consequences for engaging in organized criminal activity within these zones shall follow the NBISD Student Code of Conduct (in this handbook).

### **Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the districts website <http://www.newbraunfels.txed.net>.

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

### **Sexual Harassment**

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

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

Examples of prohibited sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

### **Retaliation**

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

### **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, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH (LOCAL) for the appropriate districts officials to whom to make a report.

### **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. The district will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

In the event 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.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The district may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful.

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

### **DISCRIMINATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 14.]

## ***DISTANCE LEARNING***

Some classes may be offered by distance or web based learning, see campus counselor for options.

## ***DISTRIBUTION OF PUBLISHED MATERIALS OR 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 newspapers, and the yearbook, are available to students.

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

[See **Directory Information for School-Sponsored Purposes** on page 6.]

### **Non-school Materials...from students**

Students must obtain prior approval from the Assistant Superintendent of Business & Operations, before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, 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.

The principal has designated a specific location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

A student may appeal a principal's decision in accordance with policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the ***Student Code of Conduct***. Materials displayed without the principal's approval will be removed.

### **Non-school Materials...from others**

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 Assistant Superintendent of Business & Operations via electronic mail for prior review. The Assistant Superintendent of Business & Operations 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, FNG, 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***

The district's dress code is established to teach grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

### **Expectations for Dress for all Elementary students:**

- Clothing should be appropriate to weather conditions and daily school activities.
- Tennis shoes are required for PE. Shoes should be comfortable with consideration being given to safety and gym activities. For safety reasons, flip-flops, crocs or shoes with wheels are not allowed. Shoes must have a strap across the back.
- Girls are allowed to wear earrings. No visible body rings may be worn. Boys are not allowed to wear earrings.
- All headgear like caps, hats, and scarves are not allowed to be worn inside the building except on special occasions or situations as designated by the campus principal.
- Hair will be clean, neat and out of the student's eyes. The student's hair will be of natural hair color and hairstyle that does not cause a distraction or disturbance to the educational setting. Hair modifications such as symbols shaved on the head, spikes, Mohawks, multi-colors, or dreadlocks are prohibited in the educational setting.

- Hemlines should be below the fingertips when a student is standing with arms hanging by the side. Girls may wear shorts under skirts for physical education activity.
- Tattoos must be covered.
- Must be free of holes, rips, frayed edges and tears.
- Does not advertise alcohol, drugs, tobacco products, sex, violence or including South Park.
- Does not display profane or obscene language, gestures, or pictures.
- Does not display gang names or symbols.
- Is not baggy, sagging, or hanging below the waist.
- Is not see-through clothing with holes, or clothes that reveal bare midribs
- Is not tight-fitting
- No tank tops, halter tops, spaghetti straps, tube tops, muscle shirts and biker pants and wind shorts worn as outer garments.
- Undergarments will be worn under outer garments, i.e.: boxer shorts, white undershirts, muscle-style athletic shirts, tank tops, camisoles, spaghetti strap tops, halter-tops, pajamas, and sports bras.
- No mouth grills.

**Expectations for All Secondary Students: The school administration has the final decision regarding appropriate dress for matters not specifically listed in this section.**

- . The dress code is effective upon student arrival to school and until the student leaves campus at the end of the day.
  - Clothing should be appropriate to weather conditions and daily school activities. Long/trench coats will not be worn in the school.
  - Shoes will be worn at all time during the school day and should be comfortable with consideration being given to safety and gym activities. No house slippers, steel-toed shoes or heels higher than 2 inches.
  - Girls are allowed to wear earrings. No other visible body rings may be worn. Boys are not allowed to wear earrings.
  - All headgear like caps, hats, and scarves are not allowed to be worn inside the building except on special occasions or situations as designated by the campus principal.
  - Hair will be clean, neat and out of the student's eyes. The student's hair will be of a natural hair color and hairstyle that does not cause a distraction or disturbance to the educational setting. Hair modifications such as symbols shaved on the head, spikes, Mohawks, multi-colors, or dreadlocks are prohibited in the educational setting.
  - Eyebrows will maintain a solid natural arch.
  - Clothing must be free of holes, rips, frayed edges and tears. Tape will not be allowed to "fix" or "cover" rips, holes, and frays.
  - Does not advertise alcohol, drugs, tobacco products, sex or violence.
  - Does not display profane or obscene language, gestures, or pictures.
  - Does not display gang names or symbols. Any currently known gang-related apparel or name brands are subject to dress code violation, including (but not limited to) bandanas.
  - Is not baggy, sagging, or hanging below the waist. No over-sized sweatshirts or hoodies.
  - Is not see-through clothing with holes, or clothes that reveal bare midribs.
  - Is not tight-fitting.
  - No tank tops, halter tops, spaghetti straps, tube tops, muscle shirts, biker pants and/or wind shorts worn as outer garments.
  - Undergarments will be worn only under outer garments, i.e.: boxer shorts, white undershirts, muscle-style athletic shirts, tank tops, camisoles, spaghetti strap tops, halter-tops, pajamas, and sports bras.

**Tattoos, jewelry, chains, etc.**

- Tattoos must be covered.
- Students will not wear jewelry with sharp-pointed or round marble size objects, spikes, and/or chains (i.e.: ¼" link) of any type. This includes, but is not limited to, wallet chains, safety pins, fishhooks, straight pins, mouth grills, etc.
 

**Note:** These items will not be worn outside pant pockets nor allowed on backpacks.
- Students will not wear tongue / face jewelry, belly rings, or other body piercing jewelry/ or expanders ("Ear Plugs", "O Rings", "Rings", or "Gages", or plastic piercing [clear or colored]).

### **Additional expectations for Secondary Girls:**

#### **Garments**

- Must be of an appropriate size and design for school wear i.e.: the student's mid-section will not be revealed when her arms are raised above her head or when she is seated. The garment is expected to cover appropriate undergarments, i.e.: no backless, strapless, spaghetti strap garments or sheer garments are to be worn. Necklines may not be lower than a line drawn from one armpit to the other (to cover cleavage).
- Fabrics such as spandex or Lycra, creating tight or body-hugging clothing, is not appropriate for the classroom.

#### **Undergarments**

- Will be worn under outer garments, i.e.: undergarments include boxer shorts, white undershirts, muscle style athletic shirts, tank tops, camisoles, spaghetti strap tops, halter-tops, pajamas, or sports bras. Appropriate undergarments must be worn.

#### **Skirt and dress lengths**

- Must be no shorter than 3 inches above the kneecap when standing.
- No shorts, skorts, or skirts with shorts attached.

#### **Tights or leggings**

- May be worn under dresses/skirts (no long blouses). The dress or skirt must still meet the kneecap requirement.

#### **Capris**

- Must be mid-calf or below. Bermuda shorts which come to the knee are not capris and are not allowed.

### **Additional expectations for Secondary Boys:**

#### **Shirts**

- Designed to be tucked-in will be worn as designed. Shirrtails are to be tucked in at all times. T-shirts designed to be un-tucked are not to cover the front pant pocket when standing. (Pants must be worn at or above the hips.)
- Oversized shirts are not allowed.

#### **Pants**

- Shall be of the appropriate size, worn at or above the hips: high enough not to reveal undergarments and to cover the buttock.
- Pant legs will not drag the floor or be cuffed at the ankle nor be banded at the ankle.
- A belt is to be worn. NO SAGGING OR BAGGING!
- No shorts.

#### **Undergarments**

- Will be worn under outer garments, i.e.: undergarments include boxer shorts, white undershirts, muscle style athletic shirts, and/or tank tops. Appropriate undergarments must be worn.

#### **Jewelry/accessories**

- The following items shall not be worn by boys at school: Earrings, piercing expanders, spacers, make-up, nail polish, fishnet, mouth grills, or plastic jewelry (clear or colored).

#### **Facial Hair**

- Beards and mustaches, if worn, must be trimmed and neat.

### ***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.

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a foreign language—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.

- A student is allowed in a school year up 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.

**Please note:** 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 local policy will apply in addition to any consequences specified by the organization's standards of behavior.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non curriculum-Related Groups** on page 37.]

### Offices and Elections

Refer to Clubs and organizational Handbook/Constitutions

### 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 or damaged textbooks or other instructional materials including electronic equipment.
- Fees for lost, damaged, or overdue library books.
- 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 reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 38.]
- 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 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.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus administration. [For further information, see policies at FP.]

### FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal.

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

### GRADE CLASSIFICATION

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

Credits Earned	Classification
5- 10.5	Grade 10 (Sophomore)
11- 17.5	Grade 11 (Junior)
18+	Grade 12 (Senior)

## NBISD GRADING POLICY

The NBISD policy (1) requires a classroom teacher assign grades that reflects the student's relative mastery of an assignment; (2) does not require a classroom teacher to assign a minimum grade for an assignment without regard for the student's quality of work and (3) requires a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. (Some exceptions will apply for advanced level 4 classes-see high school chart in appendix).

### Grading Elementary

Calculating Nine Weeks Average

#### Scale for Grades K-1

- + Exceptional Performance and/or Above Grade Level
- \* Meeting Expectations and/or On Grade Level
- Performing Below Expectations and/or Below Grade Level

### Weight of Grades

All other grade levels receive numeric averages on Progress Reports and Report Cards. These averages are determined using a percentage based on 100. Grades are calculated based on student performance in three categories: daily, major and homework using the following percentages.

Daily Grades	50%
Major	45%
Homework	5%

The NBISD writing rubric will be used for portfolio writing assignments. Other compositions may be numerically graded using the following percentages.

Composition content	80%
Spelling/Mathematics	20%

- When calculating a nine-week average, no single assignment/assessment grade may count more than 20% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards will not exceed 100%.
- A minimum of 9 daily grades (special assignment/projects may be used as daily grades segmented into stages of completion for incremental grades) should be given in each core academic area (Reading, Language Arts, Mathematics, Science, and Social Studies) during each nine-week period. For Language Arts, a minimum of four compositions during each grading period will be given.
- Teachers must have a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the grade level TEKS.

**The yearly average is determined using the nine-week averages and TAKS/End of Year tests for 2<sup>nd</sup>-5<sup>th</sup> grade.**

<b>1<sup>st</sup> nine-week average</b>	<b>22%</b>
<b>2<sup>nd</sup> nine -week average</b>	<b>22%</b>
<b>3<sup>rd</sup> nine -week average</b>	<b>22%</b>
<b>4<sup>th</sup> nine -week average</b>	<b>22%</b>
<b>TAKS/End of the Year Test</b>	<b>12%</b>

Grades for Specials: Fine Art, Music, Theater Arts, Technology Applications and Physical Education/Wellness. The specials teacher, or after collaboration with the classroom teacher, determine the student's based on the TEKS. Grades are determined using the following scale for all students in the elementary grades 2<sup>nd</sup> – 5<sup>th</sup>:

E Consistently Proficient on TEKS	95%
S Frequently Proficient on TEKS	85%
N Occasionally Proficient on TEKS	75%
U Seldom/Rarely Proficient on TEKS	65%

- Students, parents/guardians should contact the teacher, first, for all questions relating to evaluation of daily assignments, tests, homework, grades and grading procedures.
- Students will not be penalized for failing to include header, footer, or cover sheet format for any assignment, unless the sole objective for the assignment is format.

- Students new to the District or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school. Grades from other public or accredited private schools may be weighted differently than grades from non-accredited learning environments.
- Since Specials grades are converted to standardized numeric grades at year's end, they will not be used to exclude a student from Honor roll.

### **Homework (K-5)**

Homework is an effective tool for practicing learning/skills, developing study habits, and demonstrating increasing levels of responsibility. It is an extension of the instructional process and involves the home in the student's curriculum.

- Homework must be purposeful, related to classroom experiences, and be age and grade appropriate.
- The directions for the assignment must be clearly communicated and preceded by instruction that adequately prepares the student to do the task independently and successfully.
- Homework is not an appropriate venue to introduce new concepts to students. Students are expected to complete all homework assignments.
- Homework is not to be assigned on weekends or during school holidays with the exception of make-up work, previously scheduled special reports, and/or projects.
- Because students work at different paces, it may take some students more or less time to complete assignments. Teachers must use discretion about the amount of work given, so that homework does not frequently nor consistently exceed time limit Policy.
- Following parent notification, students may be required to come before or after school to complete late homework assignments.

### Homework Policy

#### *Grades K-1*

- Each student is expected to read, or be read to, 20 minutes each school night.
- Additional homework may be assigned not to exceed 15 minutes.
- Homework is not counted as an academic grade.

#### *Grades 2-3*

- Each student is expected to read, or be read to, 20 minutes each school night.
- Additional homework may be assigned not to exceed 20 minutes.
- Homework may not be counted as more than 5% of academic grades.

#### *Grades 4-5*

- Each student is expected to read at least 20 minutes each school night.
- Additional homework may be assigned not to exceed 40 minutes; total homework should never exceed one hour.
- If two or more teachers are working with a student, the homework shall be coordinated to adhere to the one-hour time frame limit.
- Homework may not be counted as more than 5% of academic grades.

### **Grading Homework**

Homework will be graded in a variety of ways depending upon the purpose or intent of the assignment.

- At times, checking for completion is appropriate.
- At other times, a complete analysis of procedure, content, and/or correct answers is appropriate.
- Graded assignments should be returned to the student in a timely manner.

### **Reteach and Reassess: Mastery of Texas Essential Knowledge and Skills**

New Braunfels Independent School District has provided a well-balanced curriculum scope and sequence based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

NBISD will utilize ongoing assessment to determine which students are in need of value-added strategies (remediation, reteaching and intervention). The use of formative assessments, teacher-made tests, performance assessments, and/or teacher observations will determine which students are not mastering instructional objectives.

- Teachers will monitor and identify students who need reteaching.
- Teachers will provide interventions, including but not limited to, reteaching as necessary.
- Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments or formal testing.
- For a student that makes a failing on a major project, test or assessment, the student **will be** given an opportunity for Reteach-reassess or redo a part of the major project. At teacher discretion a grade of up to 70 or an average of the first assessment grade and the reassessment, but not higher than a 70, will be assigned.

## Intervention

Intervention is an integral part of the instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention to accelerate student learning.

- Provides frequent reinforcement and review so that a student does not “get too far behind”.
- Occurs at the time the need is identified.
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement.
- Offers a variation in instructional approaches – uses a new technique, strategies, materials, opportunity for review, and practice.
- Includes, but is not limited to, targeted small-group instruction, tutorials, and extended day, week or year.

## Extra Credit

All extra credit is to be academic and intended for enrichment in a class or course.

- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit will not cause an excessive financial burden on the family or be given for bringing in basic schools supplies.
- Extra credit awarded will not account for more than 5% of any one grading period average.
- The actual grade earned on any assignment may exceed 100% to reflect extra credit; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- Any assignment may exceed 100% to reflect extra credit; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

## Late Work/Homework

Homework is assigned only as an important reinforcement to the “learn-practice-apply” knowledge cycle. Zeros (0) should not be acceptable since this indicates that a critical step in the process was not completed by the students. Therefore, every effort is made to ensure that students consistently complete all homework assignments.

Late work is graded in the same manner in all classes and courses. The table below represents the maximum penalty that may be imposed for turning late work: (see chart on page 22)

Days Late	Percent of Grade Received by Student	Example(s)
1 day or class Periods late	90% (take off 10% of actual grade)	100 records as 90 ( $100 \times 0.10 = 10$ points off) 80 records as 72 ( $80 \times 0.10 = 8$ points off) 60 records as 54 ( $60 \times 0.10 = 6$ points off)
2 days or class Periods late	80% (take off 20% of actual grade)	100 records as 80 ( $100 \times 0.20 = 20$ points off) 80 records as 64 ( $80 \times 0.20 = 16$ points off) 60 records as 48 ( $60 \times 0.20 = 12$ points off)
3 days or class Periods late	70% (take off 30% of actual grade)	100 records as 70 ( $100 \times 0.30 = 30$ points off) 80 records as 56 ( $80 \times 0.30 = 24$ points off) 60 records as 42 ( $60 \times 0.30 = 18$ points off)
4 or more days or Class periods late	0%	No credit will be given; a grade of zero will be recorded. Chronic abuse, more than three late assignments during any one grading period, may result in additional consequences.

- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers or administrators may grant exceptions to this policy, as appropriate or necessary.
- Following parent notification, it may be required to come before school or stay after school to complete late homework assignments.

## Make Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension.

- Makeup work after an unexcused absence shall be no higher than a 70.
- Makeup work is available to all students. Secondary students are responsible for asking teachers for the makeup work upon returning to class.
- A student will be given as many days as he/she was absent to make up tests and other missed assignments. The time allowed for high school makeup work to be completed for full credit will be equal to the number of times a class was missed.
- Students shall receive full credit for satisfactory makeup work after an absence received within the allotted time. If a student does not complete the work assigned after the allotted number of days/class periods has passed, then the assignment is considered late work (see Late Work Policy).
- Teachers may provide assignments prior to an absence, but are not required to do so unless the absence has been approved by the building principal with two weeks advanced notice.
- Makeup work, including tests, may be of an altered version to assess what the student has learned to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course.
- Students should not be required, on the day of returning to school to take a quiz or test that was announced during the student's absence.
- Exceptions may be granted by the Administration in extenuating circumstances.
- Suspension: A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student will receive an excused absence, and the student is expected to satisfactorily complete the assignments for the period of suspension within the time designated by the makeup work policy. The district shall not impose a grade penalty for makeup work after an absence because of a suspension. (See District Policy EIAB Local).

### **Minimum/Maximum Grade Reported**

Due to 2009 Legislative action, there is no longer a minimum grade by assignment.

The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

### **GRADING SECONDARY**

At NBISD, achievement is reported to parents as numerical averages. A student may be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To pass a course successfully, a student must receive a grade of at least 70 based on course or grade-level standards.

#### *Mastery of Objectives*

- The Texas Essential Knowledge and Skills (TEKS).
- In order to be awarded a grade of "70" in a course or subject, a student must demonstrate 70% mastery of the TEKS in any recording period.

### **Middle School (grades 6-8)**

#### Middle School Major Grades

Major grades will comprise approximately 50% of the six-week average in all middle school courses.

- Major grades include: Examinations/tests, alternative assessments, projects, research papers, final draft/edited compositions, district formative assessments, end of six-week tests, and other similar assignments.
- At least two (2) major assessments, tests or projects will be given during each six-week grading period. One of these major tests may include department-developed tests given at the end of each six-week period. This end of six-weeks test will be weighted the same as other major class tests.

#### Middle School Daily Grades

Daily grades will comprise approximately 40% of the six-week average in all middle school courses.

- Daily grades include: Class work, notebooks, labs, quizzes and other similar assignments.
- Quizzes are short daily assessments; taking no more than 20 minutes to complete. Designed to evaluate a student's level of understanding and progress towards instructional objectives.
- Quizzes do not have to be scheduled in advance.

#### Middle School Homework

Together homework and extra credit will comprise no more than 10% of the six-week average.

#### Homework:

- Provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding.
- Should be considered an extended learning opportunity for students to demonstrate mastery of concepts taught.
- Can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program.
- May be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of

procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.

- May be graded by peers grading as is appropriate for revising and editing work.
- Students are expected to complete all homework assignments and following parent notification, may be required to come before school or stay after school to complete late homework assignments. In order to ensure that homework practices are efficient and effective, consideration for the amount of time per night an average student should expect to spend on homework for all subjects combined, based on the research, should include the following:
  - Must be purposeful, related to classroom experiences, and be course/level appropriate.
  - Directions for the assignment will be clearly communicated and preceded by instruction that adequately prepares a student to do the task independently and successfully.
- Should not be a disciplinary measure, but should be used to enrich and strengthen previously learned classroom instruction.
- Each secondary campus will establish Policy for coordination between departments. Exceptions may be applied for special projects and advanced academics.

#### *Maximum Weight of Grades*

- When calculating a six-week average, no single assignment or assessment grade may count more than 25% of the total average regardless of the grade category.
- It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%.

#### *Minimum Number of Grades*

- Teachers shall provide a sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- Teachers are required to take a minimum of six (6) daily grades for each six-week grading period.
- In addition, teachers must take a minimum of two (2) major grades per six-week grading period; a comprehensive, department-developed end of six week test may be counted as one of these formal assessments.

### **High School Grades (grades 9-12)**

The high school will use a transitional grading scale in order to accomplish the following goals:

- Gradually increase the level of student responsibility for learning in preparation for college and career expectations
- Reflect both the general age of the student as well as the rigor of the course
- Provide teachers some flexibility in grading to allow for individual teaching and assessment styles and methods

There will be three categories of grades: major grades, daily grades, and homework grades

#### **High School Major Grades:**

- Major grades include examinations/tests, alternative assessments, projects, research papers, final draft/edited compositions, district formative assessments, end of six-week tests, and other similar assignments.
- Major grades will be given during each six-week grading period.
- For students in Career and Technology Education (CTE) program requiring employment, employer evaluation may be a major grade.
- Some major projects may include "checkpoint" grades that appear as daily grades prior to the end product.

#### **High School Daily Grades**

- Daily grades include class work, notebooks, labs, quizzes and other similar assignments.
- Quizzes are short in-class assessments usually taking no more than 20 minutes to complete. Quizzes are designed to assess a student's level of understanding and progress towards instructional objectives.
- Quizzes do not have to be scheduled in advance.

#### **High School Homework Grades**

- Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding.
- Homework should be considered an extended learning opportunity for students to demonstrate mastery of concepts taught.
- Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program.
- Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner.
- Homework may be graded by peers grading as is appropriate for revising and editing work.

- Students are expected to complete all homework assignments and following parent notification, may be required to come before school or stay after school to complete late homework assignments. In order to ensure that homework practices are efficient and effective, consideration for the amount of time per night an average student should expect to spend on homework for all subjects combined, based on the research, should include the following:
  - Must be purposeful, related to classroom experiences, and be course/level appropriate.
  - Directions for the assignment will be clearly communicated and preceded by instruction that adequately prepares a student to do the task independently and successfully.
  - Should not be a disciplinary measure, but should be used to enrich and strengthen previously learned classroom instruction.
- Each secondary campus will establish Policy for coordination between departments. Exceptions may be applied for special projects and advanced academics.

*Minimum Number of Grades*

- The minimum number of grades per grading period and per grading category will depend on the level of the course.

Below is a table of the transitional grading scale. All courses in the 2009-2010 Course Catalog have been defined as one of the following levels. This table can be found in the **Appendix: High School Course Level Designations**.

Course Level	Major Grades	Daily Grades	Homework Grades	Will students re-test a failing major grade? **	May students turn in late work? ***	Might teachers assign extra credit? ****
Level 1*	40% to 50% Minimum of 2 grades	40% to 50% Minimum of 6 grades	0% to 20%	Yes	Yes 2 school days	Yes
Level 2	50% to 60% Minimum of 2 grades	40% to 50% Minimum of 6 grades	0% to 10%	Yes	Yes 1 school day	Yes
Level 3	60% to 70% Minimum of 2 grades	30% to 40% Minimum of 4 grades	0% to 10%	Yes	Yes 1 school day	Yes
Level 4	70% to 80% Minimum of 2 grades	20% to 30% Minimum of 4 grades	0%	No	Yes 1 school day	No

\*A minimum of 10 grades will be recorded; at least 2 major grades, at least 6 daily grades, and then 2 more grades in any combination in any category.

\*\*A student who fails a major grade may be given the opportunity to re-learn and re-test for a maximum grade of 70. In the event that the re-test grade is also failing, the higher of the two grades will be recorded.

\*\*\*A student who turns in work past the due date may only receive a maximum grade of 70. This is not the same as turning in work after an excused absence. (See make-up work)

\*\*\*\*A teacher is not required to provide extra credit in any course, but may choose to do so.

**Middle and High School:**

*Minimum/Maximum Grade Reported*

Due to 2009 Legislative action, there is no longer a minimum grade by assignment. RETEACH AND REASSESS IS REQUIRED FOR STUDENTS WITH FAILING GRADES. Exceptions apply for level 4 courses, see appendix.

The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.

*Assignment Format*

Student will not be penalized for failing to include a header, footer, or cover sheet format for any assignment, unless the sole objective for the assignment is format.

*Incomplete Grades*

A student receiving an incomplete and/or a zero for a missed semester/final exam has one (1) week to convert the incomplete grade into an earned grade. In unusual cases, where the student has missed a large quantity of work, the time may be extended. The teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL required).

## Make Up Work (Middle and High School)

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension.

- Makeup work after an *unexcused* absence shall be no higher than a 70.
- Makeup work is available to all students. Secondary students are responsible for asking teachers for the makeup work upon returning to class.
- A student will be given as many days as he/she was absent to make up tests and other missed assignments. The time allowed for high school makeup work to be completed for full credit will be equal to the number of times a class was missed.
- Students shall receive full credit for satisfactory makeup work after an absence received within the allotted time. If a student does not complete the work assigned after the allotted number of days/class periods has passed, then the assignment is considered late work (see Late Work Policy).
- Teachers may provide assignments prior to an absence, but are not required to do so unless the absence has been approved by the building principal with two weeks advanced notice.
- Makeup work, including tests, may be of an altered version to assess what the student has learned to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course.
- Students should not be required, on the day of returning to school to take a quiz or test that was announced during the student's absence.
- Exceptions may be granted by the Administration in extenuating circumstances.
- Suspension: A student suspended from his/her regular classes is to request makeup work when he/she returns to school. The student will receive an excused absence, and the student is expected to satisfactorily complete the assignments for the period of suspension within the time designated by the makeup work policy. The district shall not impose a grade penalty for makeup work after an absence because of a suspension. (See District Policy EIAB Local).

## Late Work/Homework (Middle and High School)

Homework is assigned only as an important reinforcement to the "learn-practice-apply" knowledge cycle. Zeros (0) should not be acceptable since this indicates that a critical step in the process was not completed by the students. Therefore, every effort is made to ensure that students consistently complete all homework assignments.

Late work is graded in the same manner in all classes and courses. The table below represents the maximum penalty that may be imposed for turning late work:

- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers or administrators may grant exceptions to this policy, as appropriate or necessary.
- Following parent notification, the student may be required to come before school or stay after school to complete late homework assignments.

### *Calculation of Semester Average*

All secondary courses will calculate and report a semester average. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%. Grades recorded in a grade book represent a confidential record for assessment of student performance.

### Middle School Courses (6-8)

The semester average is determined using the six-week averages and the semester/final exam.

1 <sup>st</sup> six-week average	30%
2 <sup>nd</sup> six-week average	30%
3 <sup>rd</sup> six-week average	30%
NBISD Semester Exam/TAKS for 2 <sup>nd</sup> Semester	10%

### High School Credit Courses

The semester average is determined using the six-week average and the semester/final exam.

1 <sup>st</sup> six-week average	27%
2 <sup>nd</sup> six-week average	27%
3 <sup>rd</sup> six-week average	27%
Semester/Final Exam	19%

When a student is exempt from the semester/final exam, the semester average will be the average of the six-week grading periods at all secondary levels.

1 <sup>st</sup> six-week average	33.3%
2 <sup>nd</sup> six-week average	33.3%
3 <sup>rd</sup> six-week average	33.3%

#### *Calculation of Year-long Average*

All middle school classes/courses that are a full year in length will calculate a year-long average. This year-long average, along with state required 90% attendance, will determine credit. The average will be determined using both, equally weighted, semester averages.

1 <sup>st</sup> semester average	50%
2 <sup>nd</sup> semester average	50%

All high school courses are awarded credit on a semester by semester basis. However, if a student fails one semester of a yearlong course and the average would cause the overall grade to be 70 or better, then the semesters will be averaged to give a full credit.

#### *Grade Points for High School Credit Course Work*

A total grade point average (GPA) is calculated for each student using a weighted system. The GPA is a cumulative average of all semester grades of all courses taken. For further detailed information on GPA, class ranks, and weighted class rank, see NBHS 2009-2010 course catalog page 5, available at the NBHS web site or on request at the campus.

#### *Reteach and Reassess: Mastery of Texas Essential Knowledge and Skills*

NBISD has provided a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

NBISD will utilize ongoing assessment to determine which students are in need of value-added strategies (remediation, reteaching and intervention). The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations will help determine which students are not mastering instructional objectives.

All students who do not demonstrate initial mastery (below 70%) on a major grade are allowed\* to be re-evaluated after they are retaught or after additional learning activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, test corrections and/or a formal test.

#### *Middle School*

In grades 6-8, if the student passes the retest, the average of the two grades is recorded unless the average is still below a 70%. In such a case, a 70% will be awarded because the student passed the retest. In the event the student fails both, the higher of the two will be recorded. Procedures for retesting for courses taken at the middle school level for high school credit will follow the procedure outlined for grades 9-12.

#### *High School*

In grades 9-12, if the student passes the retest, a maximum grade of 70% is recorded. In the event the student fails both, the higher of the two will be recorded. The original grade will be recorded if the student fails to take advantage of reassessment opportunity.

\*Exception: Level 4 courses are at the college level and are not given this opportunity for retesting. Students must stay current in their assignments and students should always come in for tutoring anytime they do not master the material the first time around.

#### Semester/Final Exams

- Fall semester/final exams are administered in all secondary courses at the end of December prior to Winter Break.
- Spring semester/final exams are administered in all secondary courses at the end of the spring semesters.
- Students, who meet the established Policy, may be exempt from spring semester/final exams (see Middle and High School Exam Exemption Criteria).
- Semester/final exams must be representative of the work of all prior instructions.
- Any exceptions to this policy for the administration of semester/final exams must be made at the department level with principal approval.
- Middle School (grades 6-8) semester/final exams will be counted as 10% of each of the fall and spring semesters.
- High School (grades 9-12) semester/final exams will be counted as 19% of each of the fall and spring semesters.

#### Middle School Exam Exemption Criteria

Final exam exemptions for the spring semester will be based on student's performance on the current year TAKS. The 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students may earn exemptions for the spring semester in CORE content classes based on the following criteria:

- Regular Class – Mastery of the content area test.

- Pre-AP/Honors Classes – Commended performance on the content area test. If TAKS scores are not returned by the State of Texas in a timely manner that allows the District to evaluate the success of the individual student, exemption policy is nullified.

### High School Exam Exemption Criteria

NBHS students in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades (and 12<sup>th</sup> graders that have not yet passed the ELA Exit TAKS) may not be exempt from English Language Arts Fall semester exams. Students may be eligible for other subject fall and all subjects' spring semester exam exemptions if following criteria have been satisfied:

- Currently passing all semester courses
- Passed all portions of most recent grade level TAKS
- Compliance with campus attendance criteria—the higher the student class grade the more lenient the absence requirement—However, no exemptions are granted if the student has more than four (4) absences in the exempted class
- Campus level disciplinary criteria developed by the Campus Improvement Committee (CIC)
- Due to satisfying the above criteria, students are exempt from semester exams, depending on grade level\*\*:
  - Freshman students may exempt up to two semester exams
  - Sophomore students may exempt up to three semester exams
  - Junior students may exempt up to four semester exams\*
  - Senior students may exempt up to all semester exams\*

\*Students taking dual credit courses must take dual credit semester exams

\*\*Students may earn additional **spring** exemption for each current year Commended TAKS score.

Also in the spring, students who take the AP exam for the AP course in which they are enrolled may automatically exempt the course final, regardless of attendance, as long as the course cumulative average is 80 or better. An AP-based exemption does not count toward the maximum number of exemptions for sophomores and juniors.

Students in high school may receive an excused absence for the period of the exempted exam. If the exempted period falls between two non-exempt exams, only the period of the exemption will be an excused absence.

*Students may take semester exams in an effort to improve their semester average; if inclusion of the exam grade results in a lower semester average, the exam grade will not be averaged into the semester grade and the average of the three six week's grades will be posted as the semester exam grade.*

### **Academic Dishonesty**

Students found to have engaged in academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment shall receive a zero for that assignment. Students may also be subject to disciplinary penalties in accordance with the Student Code of Conduct.

## **GRADUATION**

### **Requirements for a Diploma**

To receive a high school diploma from the district, a student must successfully complete the required number of credits and pass a statewide exit-level exam.

The exit-level test, required for students in grade 11, includes English language arts, mathematics, science, and social studies and requires knowledge of Algebra I, Geometry, Biology, Integrated Physics and Chemistry (IPC), English III, and early American and United States History, World History, and World Geography. A student who does not pass the exit-level assessment will have additional opportunities to take the test.

### **Graduation Programs**

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended High School Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Program will be granted only if the follow conditions are met: the student is at least 16 years of age and have completed 2 credits required for graduation in each subject of the foundation curriculum; **or** has failed to be promoted to the 10<sup>th</sup> grade one or more times. An agreement must be reached among the student, the student's parent (or person standing in parental relation), and the counselor or appropriate administrator. Legislation passed in 2009 allows for greater flexibility of enrichment electives. Students should work closely with their counselors to review their four year plans in light of these changes.

Students who entered the ninth grade during the 2006–2007 school years must meet the following credit requirements for graduation:

- |  |            |
|--|------------|
| • Minimum Program                            | 24 credits |
| • Recommended Program                        | 24 credits |
| • Advanced/Distinguished Achievement Program | 24 credits |

Beginning with the 2007–2008 school years, a student entering the ninth grade must meet the following credit requirements for graduation:

- |                   |            |
|-------------------|------------|
| • Minimum Program | 24 credits |
|-------------------|------------|

- Recommended Program 26 credits
- Advanced/Distinguished Achievement Program 26 credits

Beginning with the 2009–2010 school years, or later, a student entering the ninth grade must meet the following credit requirements for graduation:

- Minimum Program 22 credits
- Recommended Program 26 credits
- Advanced/Distinguished Achievement Program 26 credits

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 counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technology, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

### **Certificates of Coursework Completion**

A certificate of coursework completion will not be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level tests.

### **Students with Disabilities**

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

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

[See FMH (LEGAL).]

### **Graduation Activities**

Graduation activities will include:

- Graduation Ceremony will be held at the Strahan Coliseum on, Thursday, May 27, 2010 @ 7:00 p.m.

### **Graduation Speakers**

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who hold a class office or are in the top ten percent will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the valedictorian, salutatorian and voted top ten speakers may also have speaking roles at the graduation ceremony.

[For student speakers at other school events, see **STUDENT SPEAKERS** on page 37.]

[See FNA (LOCAL).]

### **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 student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 18.]

### **State Scholarships and Grants**

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced/Distinguished Achievement High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ (LEGAL).]

## **HEALTH-RELATED MATTERS**

### **Physical Activity for Students**

#### *Elementary*

In accordance with policies at EHAB, EHAC, and FFA, the district will ensure that students in kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

#### *Secondary*

Students in middle or junior high school shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within a two-week period for at least four semesters.

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

### **School Health Advisory Council**

During the preceding school year, the district's School Health Advisory Council held 2 meetings. Additional information regarding the district's School Health Advisory Council is available from Karen Schwind, Lead Nurse, (830) 643-6684. [See also policies at BDF and EHAA.]

### **Physical Fitness Assessment**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

### **Vending Machines**

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines please contact Crystal Byrom, Director of Food Services at (830) 627-6743. [See policies at CO and FFA.]

### **Other Health-Related Matters**

#### **Tobacco Prohibited**

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the **Student Code of Conduct** and policies at FNCD and GKA.]

#### **Asbestos Management Plan**

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the Support Services office. If you have any questions, please contact (830) 627-6740.

#### **Pest Management Plan**

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the campus principal.

## **HOMELESS STUDENTS**

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Maria Cendejas, Homeless Liaison, at (830) 643-5736.

## **HOMEWORK**

[See **Grading Guidelines**, page 19.]

## **IMMUNIZATION**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtml>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. 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 member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB (LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

### **Provisional Policy**

According to the Texas Department of Health immunization law, any student entering, attending, enrolled in, and/or transferring from one school to another must present a validated document verifying completion of the required immunizations; however, a student may be enrolled on a provisional basis for no more than 30 calendar days while waiting for the transfer of the immunization record. If a student's immunization records should become delinquent while enrolled during the school year, then the student is allowed (30) calendar days to provide immunization records or proof that the child has begun immunizations and is receiving them as rapidly as medically feasible. If the district does not receive complete immunization records or proof that immunizations have begun within 30 days of the delinquency notification, then the district will withdraw the student.

### **TUBERCULOSIS**

#### **Protocol for TB Skin Testing in Comal County:**

Residents in Comal County must have proof of TB testing following these guidelines per Comal County Medical Authority, Dorothy Overman, MD:

All public and private school students entering school for the first time must have **one** of the following:

- A. a past Tuberculin Skin Test (TST) with validated reading on record,
- B. a completed Tuberculosis Screening Form. The school nurse or healthcare professionals may require a TST depending on answers to the Screening Form. Persons with high risk conditions or symptoms are at the highest risk of developing TB.

#### **These Comal County mandated requirements take precedence over any other city, county, region or state recommendations or guidelines.**

Any student may be required to have a Tuberculin Skin Test if considered high risk as recommended by the Texas Department of State Health Services guidelines.

The Tuberculosis (TB) Screening Form should be used in the school if a student or employee does not have a TB Skin Test on the immunization record.

### **LAW ENFORCEMENT AGENCIES**

#### **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.

### **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 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 required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

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

## **MAKEUP WORK**

### **Routine and In-depth Makeup Work Assignments**

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and on the needs of the individual student for mastering the essential knowledge and skills.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB (LOCAL).]

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

### **DAEP Makeup Work**

A 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, distance learning, 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 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, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO (LEGAL).]

## **MEDICINE AT SCHOOL**

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 policies at 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 registered nurse or another qualified district employee from the original, properly labeled container.
  - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
  - 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.
- ❖ In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
  - In accordance with the guidelines developed with the district's medical advisor; and
  - When the parent has previously provided written consent to emergency treatment on the district's form.

A 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 policies at FFAC.]

### **NONTRADITIONAL ACADEMIC PROGRAMS**

[See **Requirements for a Diploma** on page 27.]

### **PHYSICAL EXAMINATIONS / HEALTH SCREENINGS**

The school shall keep on file the required physical examination signed by a health care provider. Any student may be required to have a tuberculosis-screening test or complete a tuberculosis questionnaire as recommended by the Department of State Health Services or the Comal County Health Authority.

#### ***Screenings required by the Texas Department of State Health Services include:***

- Vision and hearing screening to all students new to NBISD
- Vision and Hearing screening in grades pre-K, kindergarten, first, third, fifth, and seventh Scoliosis screening in grades six and ninth
- Acanthosis Nigricans screening in grades first, third, fifth and seventh
- Blood pressure screening in grades third, fifth, and seventh
- Dental screening may be done in grades pre-K, kindergarten, first, second, and third
- Height and weights will be checked annually

*Parents will be notified if screening results warrant further evaluation. Screenings are not intended to replace regular health care and check-ups by a physician or healthcare provider.*

### **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page 4.]

One minute of silence will 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. [See policy EC (LEGAL) for more information.]

### **PRAYER**

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**

Determination for grade advancement (promotion) will be made based on recommendation of the teacher, the student's grade/s, the student's TAKS scores and other necessary academic information. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 1-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards for all subject areas and a grade of 70 or above in Language Arts, Mathematics, Science, and Social Studies.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the Texas Assessment of Knowledge and Skills (TAKS), if the student is enrolled in a public Texas school on any day between January 1 and April 15 and is a Texas resident during the week that the TAKS is administered the first time.

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

Parents of a student in grades 5, or 8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. Such students will have two additional opportunities to take the test. 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. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the [counselor or principal] and policy EIF (LEGAL).]

Promotion, grade-level advancement, and course credit shall be based on mastery of the Texas Essential Knowledge and Skills (TEKS) curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See **District Policy EHBC**]

- Course assignments and regular evaluations shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade unless specifically modified by the identified student's ARD committee.
- Mastery of the skills necessary for success at the next level shall be validated by both formative and summative assessments. Mastery of at least 70 percent of the objectives shall be required.
- Successful performance may be documented on progress reports, report cards, report card supplements, and results of applicable NBISD and state assessment instruments ( such as TAKS).

**Grades K-2:** Promotion to the next grade level shall be based on meeting the District grade-level standards for language arts and mathematics, and meeting the 90 percent state minimum attendance requirement.

**Grades 3-5:** Promotion to the next grade level shall be based on students meeting **all** of the following criteria:

- Earn a yearly average of 70 or above in each of the subjects of Reading **and** Mathematics.
- Earn a yearly average of 70 or above in at least two of the following contents: Language Arts, Science **or** Social Studies.
- Earn an overall average of 70 when all 5 core subjects are averaged together.
- Meet the 90 percent state-mandated requirement for attendance.
- Student performance on TAKS will also be considered for promotion.

In addition to local standards for mastery and promotion, students in **grade 5** must meet the State Board of Education passing standard on TAKS (5<sup>th</sup> grade TAKS Reading and Math). Parents of a student who does not perform at state mastery level will be notified that their child will participate in instructional programs designed to improve their understanding and performance. Such students will have two additional opportunities to take the test. If a student fails a second time, a Grade Placement Committee (GPC), 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 GPC. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

**Grades 6-8:** Promotion to the next grade level shall be based on students meeting **all** of the following criteria:

- Earn a yearly average of 70 or above in each of the subjects of English Language Arts, Mathematics, and Science **or** Social Studies.
- Earn an overall average of 70 when all subjects (core and electives) taken are averaged together.
- Meet the 90 percent state-mandated requirement for attendance.

In addition to local standards for mastery and promotion, students in **grades 8** must meet the State Board of Education passing standard on TAKS in the subjects required under state law (Reading and Math) in order to be promoted to the next grade. Parents of a student in grade 8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. Such students will have two additional opportunities to take the test. 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. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor or principal and policy EIF (LEGAL).]

**Grades 9-12:** Grade-level advancement at high school shall be earned by course credits. [See EI] In addition to local standards for mastery and promotion, students must meet the State Board of Education TAKS Exit standards on all subjects required under state law (English language Arts, mathematics, Science, and Social Studies) in order to graduate. For more information, refer to the High School Course Catalogue, located on the District's website at [www.newbraunfels.txed.net](http://www.newbraunfels.txed.net)

The school counselor provides students and parents' information regarding academic programs to prepare for higher education and career choices. [For more information, see policies at EIF and/or the section on **Academic Counseling**.]

### **RELEASE OF STUDENTS FROM SCHOOL**

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

### **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES**

#### **Elementary**

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. [See **Working Together** on page 2 for how to schedule a conference.]The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress. Progress Reports are sent home with the student at elementary levels.

- All elementary students will receive a Progress Report at the mid-point of the nine-week period.
- It is imperative that parents be contacted at any time the student is in danger of failing, or if there is a significant drop in grades or attendance issues. It is strongly suggested that parents/guardians be contacted at the time it becomes apparent that failure is possible or if a student's grade drops by 10 or more percentage points.
- If a student's grade falls below 70 after the sixth week of a nine-week grading period, every effort will be made to contact the parent/guardian by phone or in writing.

#### **Secondary**

During the third week of a six-week grading period, parents will be given a written progress report if their child's performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 2 for how to schedule a conference.]The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress. Progress Reports are sent home with the student at elementary and secondary levels.

- All secondary students will receive a Progress Report at the mid-point of the six-week period.
- It is imperative that parents be contacted at any time the student is in danger of failing, or if there is a significant drop in grades or attendance issues. It is strongly suggested that parents/guardians be contacted at the time it becomes apparent that failure is possible or if a student's grade drops by 10 or more percentage points.

#### **Report Cards-- Online Grade Speed Portal**

The Report Card is a communication tool for parents/guardians and students. Report Cards provide information regarding academic progress as well as attendance information. Report cards with each student's grades or performance and absences in each class or subject are issued to parents (Elementary- at least once every 9 weeks) (Secondary – at least every 6 weeks).

❖ At least once every 6 weeks:

- **Elementary** - Report Cards are sent home with the student and require a parent/guardian signature on the report card jacket.
- **Secondary** - Report Cards, 6-12, are computer generated, issued at the end of each six-weeks grading period and are mailed.
- Parents/guardians and students may also access student progress information through the Grade Speed portal.
- The Grade Speed portal displays Progress Report averages, Report Card averages, and individual assignment grades posted by teachers into Grade Speed.
- Teachers will update grades **weekly** to the Grade Speed portal to keep students and parents informed of ongoing progress. Complex projects and lengthy written assignments may take up to 2 weeks to be evaluated and posted.
- Parents may access the Grade Speed portal by logging on to [www.newbraunfels.txed.net](http://www.newbraunfels.txed.net) clicking on the “parent connection” link, and following the directions to apply/register for access. **Grade Speed portal registration must be completed by parent(s) each school year.**

Teachers follow NBISD grading guidelines and are designed to reflect each student’s academic achievement 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. [See policy EIA (LOCAL).]

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.

Report cards and unsatisfactory progress reports must be signed by the parent and must be returned to the school.

### **RETALIATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 14.]

### **SAFETY**

Student safety on campus and at school-related events 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 should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the **Student Code of Conduct**, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to 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.

### **Drills: Fire, Tornado, and Other Emergencies**

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

#### **Fire Drill/Alarm**

- Fire alarm will sound
- Evacuate the building following your classroom diagram for primary or secondary routes
- School bell will sound to return

#### **Tornado Drill/Alarm**

- Schools tornado alarm will sound
- Report to interior hallway or designated area (away from windows and doors); Refer to campus map
- Drop to duck and cover position

## 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 would need to have 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

If weather conditions or other factors threaten normal school district operations, the superintendent or designee will decide if closings or delays are necessary. For emergency information, listen to New Braunfels radio stations: KGNB 1420 AM or KNBT 92.1 FM, and San Antonio television news and radio news stations; turn to Cable Channel 98; or visit the district's web site: [www.newbraunfels.txed.net](http://www.newbraunfels.txed.net). To receive e-mail updates regarding school emergencies/bad weather, e-mail [nbisdinfo@newbraunfels.txed.net](mailto:nbisdinfo@newbraunfels.txed.net). If school is closed, the school day must be made up later in the year on one of the dates designated as a "bad weather" day.

## SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the 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. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

## SCHOOL FACILITIES

### 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.

The areas designated by the campus principals are open to students before school, beginning at:

<b>Carl Schurz Elementary</b>	<b>7:20 a.m.</b>	<b>Seele Elementary</b>	<b>7:00 a.m.</b>
<b>County Line Elementary</b>	<b>7:00 a.m.</b>	<b>Walnut Springs Elementary</b>	<b>7:15 a.m.</b>
<b>Klein Road Elementary</b>	<b>7:00 a.m.</b>	<b>High School</b>	<b>7:30 a.m.</b>
<b>Lamar Elementary</b>	<b>7:10 a.m.</b>	<b>Learning Center/S.O.C.</b>	<b>7:45 a.m.</b>
<b>Lone Star Elementary</b>	<b>7:20 a.m.</b>	<b>New Braunfels Middle School</b>	<b>7:45 a.m.</b>
<b>Memorial Elementary</b>	<b>7:10 a.m.</b>	<b>Oak Run Middle School</b>	<b>7:45 a.m.</b>

Unless the teacher or sponsor overseeing the 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, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

### 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.

### 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**.

### Cafeteria Services

The district participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. Contact Food Services at (830) 627-6743 to apply.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

Breakfast and lunch eating schedules are set and maintained by each campus. Menus are available at each campus and posted on the district's website: [www.newbraunfels.txed.net](http://www.newbraunfels.txed.net), as well as recorded on the New Braunfels ISD information phone line after 5 p.m. and before 8 a.m. each day, (830) 643-5700.

## **Library**

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

Elementary - The library is open for independent student use. Please see your campus librarian for days and times.

Secondary – The library is open for independent student use with teacher permission.

## **Meetings of Non curriculum-Related Groups**

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).

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

## **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.

## **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 cause 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.

## **Vehicles on Campus**

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the **Student Code of Conduct**.]

## **Trained Dogs**

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 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.

## **Drug-Testing**

[For further information, see policy FNF (LOCAL). Also, see **Steroids**, on page 37.]

## **SPECIAL PROGRAMS**

The district provides special programs for gifted and talented students, homeless students, bilingual students, and migrant students, students with limited English proficiency, dyslexic students, 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 Elisa Racanelli, Director of Special Programs, at (830) 643-5739.

## **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 participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at [http://www.uil.utexas.edu/athletics/health/steroid\\_information.html](http://www.uil.utexas.edu/athletics/health/steroid_information.html).

## **STUDENT SPEAKERS**

The district provides students the opportunity to introduce the following school events: Student council-led meetings, Honor Society, to include National Junior Honor Society, and other honorary student-led groups, student speakers must be a member of the organization and other approved student organizations. Students are eligible to introduce these events if they are in the highest two grade levels of the school, volunteer, and are not in disciplinary placement at the time of the speaking event.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the principal during the first week of the fall semester and/or spring semester. The names of all students who volunteered will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

[See FNA (LOCAL).]

### **SUMMER SCHOOL**

New Braunfels ISD will provide summer school opportunities. Parents and students are encouraged to visit with the school's counselor for more information.

### **TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)**

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments (such as TAKS: the Texas Assessment of Knowledge and Skills) in the following subjects:

- Mathematics, annually in grades 3–11
- Reading, annually in grades 3–9
- Writing, including spelling and grammar, in grades 4 and 7
- English language arts in grades 10 and 11
- Social studies in grades 8, 10, and 11
- Science in grades 5, 8, 10, and 11
- Any other subject and grade required by federal law

[See policy EKB (LEGAL).]

### **TARDINESS**

#### **Elementary**

A student who is tardy is missing important instructional time. Excessive tardies may result in disciplinary action.

#### **Secondary**

A student who is tardy is missing important instructional time. Therefore, a student who is tardy to school three times in a single week may be assigned detention, ISS and/or Saturday School. Excessive tardies may result in more serious consequences.

### **TEXTBOOKS**

State-approved textbooks are provided to students free of charge. Books must be covered by the student, as directed by the teacher, and treated with care. The student, student's parent and/or guardian, is responsible for each textbook, including an electronic textbook, and all technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all textbooks, including electronic textbooks and technological equipment forfeits the right to free textbooks, including electronic textbooks, and technological equipment until each textbook item previously issued but not returned in an acceptable condition is paid for by the student, parent, or guardian.

Legislation passed in 2009 authorizes a district or school to withhold a student's records, if a textbook, including an electronic textbook or an item of technological equipment is not returned in an acceptable condition or paid for by the student, parent or guardian.

### **TRANSFERS BETWEEN NBISD CAMPUSES**

Students shall be assigned to schools in the attendance areas in which they reside. Applications for transfers within the district are available at the campus offices or on the NBISD website [www.newbraunfels.txed.net](http://www.newbraunfels.txed.net)

[See **Requesting Transfers for Your Child**, on page 4, and **Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education**, on page 4, for other transfer options.]

### **TRANSPORTATION**

#### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

## Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school.

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 Transportation at (830) 627-6121 or check the District website at <http://www.newbraunfels.txed.net> by clicking: School Zone Finder.

See the **Student Code of Conduct** for provisions regarding transportation to the disciplinary alternative education program (DAEP).

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

- Cooperate with the bus driver at all times
- Not argue or show disrespect
- Be courteous to other students and adults
- Observe classroom conduct and keep noise to a minimum
- Use only appropriate language; profanity is not allowed
- Refrain from making unacceptable gestures
- State law requires that students stay seated on the bus
- Transportation dept. requires students to sit in assigned seats
- Keep feet and all other body parts out of the aisle; students must sit facing forward
- Never throw anything inside or outside of the bus
- Help keep the bus clean; place trash in appropriate container on the bus
- No live or dead animals, reptiles or fish are allowed on the bus
- Flammable materials are not permitted on the bus
- Tobacco products, alcoholic beverages, drinks, chewing gum, candy, food, drugs, lighters, matches, etc. are not allowed on the bus
- Knives or weapons of any kind cannot be carried on the bus
- Skateboards, trading cards, electronic devices, cell phones, etc. are not permitted
- Any other item that may cause a safety problem is not allowed on the bus
- Keep all parts of your body inside the bus at all times
- Keep your hands to yourself; do not bother other passengers or their property
- Threats, hitting, fighting, pushing, or shoving anyone on the bus is not allowed
- Physical intimidation (bullying) and sexual harassment will not be tolerated; inform the bus driver immediately if this occurs, even if you are not directly involved
- Students may not tamper with or damage the bus or associated equipment
- Students may not open the rear or side emergency doors unless instructed by the bus driver
- Students may only get on or off of the bus at their authorized bus stops
- It is unlawful for anyone to interfere with the operation of a school bus
- Students are required to be waiting at the assigned stop five (5) minutes before the listed arrival time

Misconduct will be punished in accordance with the **Student Code of Conduct**; bus-riding privileges may be suspended.

## University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each Six-week grading period. Students who pass remain eligible until the end of the next grading period.
- All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

## Exemptions for No Pass No Play that may be allowable by Texas Administrative Code (TAC):

- All College Board approved Advanced Placement (AP) classes
- All Dual Credit core content and foreign language classes
- Approved "honors" classes: Pre AP Pre-Calculus and Pre-Calculus

## **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**.

## **VIDEO CAMERAS**

For safety purposes, video/audio equipment may be 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/audio recordings routinely and document student misconduct. Discipline will be in accordance with the **Student Code of Conduct**.

## **VISITORS TO THE SCHOOL**

### **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 principal's office and must comply with all applicable district policies and procedures.

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.

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 High School Career Day, New Braunfels ISD invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

## **WITHDRAWING FROM SCHOOL**

A student under 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 clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the 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 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.

**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's parents are part of the committee.

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

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the **Student Code of Conduct**. Students in the DAEP will be separated from students not assigned to the program. The DAEP will focus instruction on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

**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, etc.

**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.

**LAT** stands for Linguistically Accommodated Testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

**NCLB Act** is the federal No Child Left behind Act of 2001.

**Personal Graduation Plan (PGP)** is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

**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.

**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.

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

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

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

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

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

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

**TELPAS** 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.

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

## High School Course Level Designations

Level 1	Level 2	Level 3	Level 4
English 1	English 1 PreAP	English 3	English 3 AP
English 2	English 2 PreAP	English 4	English 4 AP/Dual Credit
ESOL 1-3		Independent Research	ISM
Basic English 1-4			
Creative Writing			
TAKS Writing/Reading			
Math Plus	Math Models	Ind Study: College Alg & College Alg Prep	College Algebra Dual Credit
Algebra 1	Algebra 2	Algebra 2 PreAP	Statistics AP
Geometry	Geometry PreAP		Computer Science A AP
Basic Algebra	PreCal	PreCal PreAP	Calculus AP - AB
Basic Geometry			Calculus AP - BC
Basic Math Models			
TAKS Math			
Biology 1	Biology 1 PreAP	Independent Research	Biology AP/ Dual Credit
Chemistry 1	Chemistry 1 PreAP		Chemistry AP
IPC	Physics 1	Physics 1 PreAP	Physics B - AP
TAKS Science	Principles of Technology	Environmental Systems	Env. Science AP
	Astronomy	Anat. and Physiology	Anat and Physiology Dual Credit
	Aquatic Science		
World Geography	World Geography PreAP	World History AP	Human Geography AP
World History	Street Law	US History	US History AP
TAKS Social Studies		US Government	US Gov't. AP
		Economics	Comp Gov't. AP
		Sociology	Macroeconomics AP
		Psychology	Psychology AP
		Special Topic - Religious Influences	
Spanish 1 & 2	Spanish 1 &2 PreAP	Spanish 3	Spanish 3 PreAP /Dual Credit
			Spanish 4 & 5 AP
German 1 & 2	German 2 PreAP	German 3	German 3 PreAP
			German 4 AP
French 1 & 2	French 2 PreAP	French 3	French 3 PreAP
			French 4 AP
Chinese 1 & 2		Chinese 3	
Chinese Culture			
Speech		Public Speaking 3	Speech Dual Credit
Ag Speech		Debate 2	
Public Speaking 1 and 2			
Debate 1			
Basic Speech			
Art 1 & 2	Art 1 & 2 PreAP		Art 3 AP 2D (Dimensional)
			Art 3 AP Drawing

Level 1	Level 2	Level 3	Level 4
Theater Arts 1 & 2		Theater Arts 3 & 4	
		Tech Theater 1 & 2	
Symphonic & White Bands		Blue & Silver Bands	
Percussion		Colorguard	
Bel Canto		A Capella Choir	
Camerata		Madrigals	
Men's Choir			
Music Theory I -Beg Guitar			
Music Theory I -Garage Band			
Dance 1 & 2			
Dance-Sapphires	Dance-Mystics	Dance -Monoceras	
<b>Health</b>			
Health			
All PE Credits			
All Athletic Credits			
<b>Journalism</b>			
Journalism 1		Advanced Journalism 1 - Yearbook/Newspaper	
		Advanced Journalism 2 - Yearbook/Newspaper	
Broadcast 1	Broadcast 2	Broadcast 3	
<b>ROTC</b>			
ROTC 1 & 2		ROTC 3 & 4	
ROTC Drill			
<b>Agriculture</b>			
Agriculture-All basic classes		Ag Work-Based Learning	
		Ag Horticulture	
Intro to Transportation		Auto Tech 1/Articulated credit	
		Auto Tech 2 /Articulated credit	
Recordkeeping			
Intro Business		Business Law	
Business Ownership			
Business Management			
Accounting 1		Accounting 2	
BIMM		Work-Based Learning	
BCIS 1		BCIS 2	BCIS 2 Dual
Bus Computer Programming 1		Independent Study Business	
Marketing Yourself		Fashion Marketing	
		Marketing 1	
		Independent Study	
		Work-Based Learning	
Intro Criminal Justice		Crime in America	
		Emergency Communications	
		Criminal Investigation	
Parenting Ed 1 and 2		Ready, Set, Teach	
Personal & Family Development			
Nutrition & Food Science			
Apparel			
Child Development 1 and 2			
	Medical Terminology		

Level 1	Level 2	Level 3	Level 4
	HST 1	HST 2	HST 3 (Pharmacy Tech)
Engineering Graphics		HST 3 (Work based learning, career prep, CAN)	Dual Credit Academies
Photography		Architectural Graphics	Manufacturing Tech
Construction Systems		Computer Apps	Information Tech
Tech Systems		Advanced Wood, Metal and Drafting	Aircraft Mechanics
Manufacturing Systems		Video Tech	
Web Mastering		Independent Study	
Digital Graphics			

Cut on the line



### Parent's Response Regarding Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 6 for more information.]

**Parent:** Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of \_\_\_\_\_ (*student's name*), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_