



**AND
SECONDARY
SCHOOL**

**STUDENT
HANDBOOK
2016-2017**

Mr. David Stelmazewski, Superintendent

Mrs. Sandra Radtke, Assistant Superintendent Curriculum & Instruction

Boerne High School - Mrs. Natalie Farber, Principal

Boerne–Samuel V. Champion High School – Dr. Jodi Spoor, Principal

Boerne Middle School North - Mr. Tommy Hungate, Principal

Boerne Middle School South – Mrs. Georgia Franks, Principal

Cibolo Creek Elementary – Mrs. Ellie Maxwell, Principal

Curington Elementary - Mrs. Tanya Tate, Principal

Fabra Elementary – Dr. Heberto Hinojosa Jr., Principal

Fair Oaks Ranch Elementary – Mr. Jamie Robinson, Principal

Kendall Elementary – Mrs. Marshay Wolff, Principal

BOERNE INDEPENDENT SCHOOL DISTRICT

Vision Statement:

BISD will create a culture of evolving innovation to open doors of opportunity that meets tomorrow's challenges.

Mission Statement:

BISD engages, inspires, and enriches our community through innovative learning experiences.

Core Values:

- **Excellence**
- **Integrity**
- **Accountability**
- **Compassion**
- **Perseverance**
- **Respect**
- **Service**

2016-2017 Board of Trustees

Mrs. Donna Sharp, President

Mr. Rich Sena, Vice President

Mr. Carlin Friar, Secretary

Mr. Dale Adams, Trustee

Mrs. Maritza Gonzalez-Cooper, Trustee

Mr. Alan Rich, Trustee

Mr. Joe Tidwell, Trustee

Table of Contents

PREFACE.....	1
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES	3
CONSENT, OPT-OUT, AND REFUSAL RIGHTS	3
Consent to Conduct a Psychological Evaluation	3
Consent to Display a Student’s Original Works and Personal Information	3
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14	3
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law	3
Limiting Electronic Communications with Students by District Employees	4
Objecting to the Release of Directory Information.....	4
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only).....	5
Participation in Third-Party Surveys	7
Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation	7
”Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	7
REMOVING A STUDENTS FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION	8
Human Sexuality Instruction	8
Reciting a Portion of the Declaration of Independence in Grades 3-12	8
Reciting the Pledges to the U.S. and Texas Flags.....	8
Religious or Moral Beliefs.....	8
Tutoring or Test Preparation.....	9
RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS	9
Instructional Materials	9
Notices of Certain Student Misconduct to Noncustodial Parent	9
Participation in Federally Required, State-Mandated, and District Assessments.....	9
Student Records	9
Accessing Student Records.....	9
Authorized Inspection and Use of Student Records	10
Teacher and Staff Professional Qualifications.....	12
STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES	12
Children of Military Families	12
Parental Role in Certain Classroom and School Assignments	12

Multiple Birth Siblings	12
Safety Transfers/Assignments	13
Service/Assistance Animal Use by Students	13
Students in the Conservatorship of the State (Foster Care)	13
Students Who Are Homeless	13
Students Who Have Learning Difficulties or Who Need Special Education Services.....	14
Students Who Receive Special Education Services with Other School-Aged Children in the Home.....	14
Students Who Speak a Primary Language Other than English.....	14
Students with Physical or Mental Impairments Protected under Section 504.....	15
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS..	15
ABSENCES/ATTENDANCE.....	15
Compulsory Attendance.....	15
Age 19 and Older	15
Between Ages 6 and 19.....	15
Prekindergarten and Kindergarten.....	16
Exemptions to Compulsory Attendance.....	16
All Grade Levels.....	16
Secondary Grade Levels	16
Failure to Comply with Compulsory Attendance	16
All Grade Levels	16
Age 19 and Older	17
Between Ages 6 and 19.....	17
Attendance for Credit or Final Grade (Kindergarten Through Grade 12).....	17
Official Attendance-Taking Time (All Grade Levels).....	18
Documentation after an Absence (All Grade Levels)	18
Doctor's Note after an Absence for Illness (All Grade Levels).....	18
Medical Appointments (All Grade Levels).....	19
Late Arrival to School and/or Class (All Grade Levels).....	19
Participation in School-Related Activities (Secondary Grade Levels Only).....	19
Unexcused Absences (All Grade Levels)	19
Driver License Attendance Verification (Secondary Grade Levels	19
ACADEMIC DISHONESTY/PLAGIARISM.....	20
ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels).....	22
AWARDS AND HONORS	22
National Honor Society/NJHS	22
BULLYING (All Grade Levels).....	22

CAREER AND TECHNICAL EDUCATION PROGRAMS (Secondary Grade Levels Only) .. 23

CELEBRATIONS (All Grade Levels).....24

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grades). 24

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)..... 25

 Class Rank for Students who Entered Grade 9 Prior to 2014-2015 25

 Class Rank for Students who Enter Grade 9 in 2014-2015 27

CLASS SCHEDULES (Secondary Grade Levels Only)..... 28

CLINIC POLICY (All Grade Levels)..... 29

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only) 29

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)..... 30

COMPLAINTS AND CONCERNS (All Grade Levels)..... 30

CONDUCT (All Grade Levels)..... 31

 Applicability of School Rules..... 31

 Campus Behavior Coordinator.....31

 Disruptions of School Operations..... 31

 Fences 31

 Parking Lots..... 31

 Skateboards, Scooters, Shoes with Wheels..... 31

 Social Events..... 31

COUNSELING..... 32

 Academic Counseling..... 32

 Elementary and Middle School Grade Levels 32

 High School Grade Levels..... 32

 Personal Counseling (All Grade Levels) 32

COURSE CREDIT (Secondary Grade Levels Only) 32

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels) 32

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION —If a Student Has
Not Taken the Course/Subject 33

 Kindergarten Acceleration 33

 Students in Grade 1-5 33

 Students in Grades 6-12..... 33

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND
RETALIATION (All Grade Levels)..... 34

 Dating Violence 34

 Discrimination..... 34

 Harassment..... 34

 Sexual Harassment and Gender-Based Harassment 34

Retaliation	35
Reporting Procedures.....	35
Investigation of Report	35
DISCRIMINATION	36
DISTANCE LEARNING	36
All Grade Levels	36
Texas Virtual School Network (TxVSN) (Secondary Grade Levels.....	36
DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS (All Grade Levels)	37
School Materials	37
Nonschool Materials	37
From Students	37
From Others	37
DRESS AND GROOMING (All Grade Levels)	38
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)	39
Acceptable Use of District Technology Resources	39
Unacceptable and Inappropriate Use of Technology Resources	40
Instructional Use of Personal Telecommunications and Other Electronic Devices	40
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones.....	40
Possession and Use of Other Personal Electronic Devices.....	41
END-OF-COURSE (EOC) ASSESSMENTS	41
ENGLISH LANGUAGE LEARNERS (All Grade Levels)	41
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)	42
Standards of Behavior.....	43
FEES (All Grade Levels)	43
FUND-RAISING (All Grade Levels).....	43
GANG-FREE ZONES (All Grade Levels).....	44
GENDER-BASED HARASSMENT	44
GRADE CLASSIFICATION (Grades 9-12 Only)	44
GRADING GUIDELINES (All Grade Levels)	44
Semester Exams (Secondary Grade Levels Only)	45
GRADUATION (Secondary Grade Levels Only).....	45
Requirements for a Diploma for a Student Enrolled in High School Prior to 2014-15.....	46
Requirements for a Diploma Beginning with the 2014-15 School Year	46
Testing Requirements for Graduation	46
Minimum, Recommended, and Advanced/Distinguished Achievement Programs.....	46
Foundation Graduation Program.....	47

Personal Graduation Plans for Students under the Foundation Graduation Program.....	49
Available Course Options for All Graduation Programs	50
Certificates of Coursework Completion	50
Students with Disabilities	50
Graduation Activities	51
Graduation Expenses	51
Graduation Speakers	51
Scholarships and Grants.....	51
HARASSMENT	51
HAZING (All Grade Levels).....	52
HEALTH-RELATED MATTERS	52
Asbestos Management Plan (All Grade Levels).....	52
Bacterial Meningitis (All Grade Levels).....	52
Food Allergies (All Grade Levels)	53
Head Lice (All Grade Levels).....	53
Pest Management Plan (All Grade Levels).....	54
Physical Activity Requirements.....	54
Elementary School	54
Middle School.....	54
Physical Fitness Assessment (Grades 3-12)	54
School Health Advisory Council (SHAC) (All Grade Levels).....	54
Student Wellness Policy/Wellness Plan (All Grade Levels)	55
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property).....	55
Vending Machines (All Grade Levels).....	55
HOMELESS STUDENTS (All Grade Levels).....	55
HOMEWORK (All Grade Levels)	55
IMMUNIZATIONS (All Grade Levels).....	55
LAW ENFORCEMENT AGENCIES (All Grade Levels).....	56
Notification of Law Violations	56
Questioning of Students	56
Students Taken Into Custody	57
LEAVING CAMPUS (All Grade Levels)	57
During Lunch.....	58
LOST AND FOUND (All Grade Levels).....	58
MAKEUP WORK (All Grade Levels)	58
DAEP Makeup Work.....	58

In-school Suspension (ISS) Makeup Work.....	58
Makeup Work Because of Absence.....	58
MEDICINE AT SCHOOL(All Grade Levels)	59
Psychotropic Drugs.....	60
NONDISCRIMINATION STATEMENT (All Grade Levels).....	60
NONTRADITIONAL ACADEMIC PROGRAMS (High School Only).....	61
PARENTAL INVOLVEMENT (All Grade Levels)	61
Working Together.....	61
PHYSICAL EXAMINATIONS / HEALTH SCREENINGS.....	62
UIL Participation (Grades 7-12).....	62
Other Exams and Screenings (All Grade Levels).....	62
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels).....	62
PRAYER (All Grade Levels).....	63
PROMOTION AND RETENTION.....	63
Elementary and Middle School Grade Levels	63
High School Grade Levels	64
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels).....	64
SAFETY (All Grade Levels)	65
Emergency Medical Treatment and Information.....	65
Emergency School-Closing Information	65
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies.....	66
SCHOOL FACILITIES	66
Cafeteria Services (All Grade Levels)	66
Conduct Before and After School (All Grade Levels).....	66
Library (All Grade Levels)	66
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only).....	66
Use by Students Before and After School (All Grade Levels).....	67
Use of Hallways During Class Time (All Grade Levels)	67
SEARCHES	67
Drug Testing (Secondary Grade Levels Only)	67
Students' Desks and Lockers (All Grade Levels).....	67
Telecommunications and Other Electronic Devices (All Grade Levels).....	68
Trained Dogs (All Grade Levels)	68
Vehicles on Campus (Secondary Grade Levels Only)	68
SEXUAL HARASSMENT.....	68
SPECIAL PROGRAMS (All Grade Levels)	68
STANDARDIZED TESTING	69

Secondary Grade Levels	69
SAT/ACT (Scholastic Aptitude Test and American College Test)	69
Texas Success Initiative (TSI) Assessment	69
STAAR (State of Texas Assessments of Academic Readiness).....	69
Grades 3-8.....	69
High School Courses: End-of-Course (EOC) Assessments.....	70
STEROIDS (Secondary Grade Levels Only)	70
STUDENTS IN FOSTER CARE (All Grade Levels)	70
STUDENT SPEAKERS (All Grade Levels)	71
SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels).....	71
SUICIDE AWARENESS (All Grade Levels)	71
SUMMER SCHOOL (All Grade Levels).....	71
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)	72
TRANSFERS (All Grade Levels).....	72
TRANSPORTATION (All Grade Levels).....	72
Buses and Other School Vehicles	72
School-Sponsored Trips.....	73
VANDALISM (All Grade Levels)	73
VIDEO CAMERAS (All Grade Levels).....	73
VISITORS TO THE SCHOOL (All Grade Levels)	73
General Visitors	73
Visitors Participating in Special Programs for Students.....	74
VOLUNTEERS.....	74
VOTER REGISTRATION (Secondary Grade Levels Only).....	74
WITHDRAWING FROM SCHOOL (All Grade Levels)	74
GLOSSARY	75
APPENDIXES:	
STUDENT AGREEMENT FOR ACCEPTABLE USE OF THE ELECTRONIC COMMUNICATIONS SYSTEM.....	78
BRING YOUR OWN DEVICE (BYOD) RESPONSIBLE USE POLICY.....	79
GOOGLE APPS FOR EDUCATION	81
EDMODO CLASSROOM MANAGEMENT SYSTEM.....	82
INFORMATION AND PARENT'S RESPONSE REGARDING RELEASE OF STUDENT INFORMATION	83
PARENTAL NOTICE OF NO LIABILITY FOR MEDICAL EXPENSES OR INJURIES.....	84
STUDENT RESIDENCY POLICY & REQUIREMENTS	85

STUDENT ACTIVITY, EVENT OR TRAVEL 87
FREEDOM FROM BULLYING POLICY FFI(LOCAL) 88
BISD GRADING STANDARDS 91

PREFACE

To Students and Parents:

Welcome to school year 2016-2017! 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 Boerne ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

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

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

Both students and parents should become familiar with the Boerne ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at [Boerne ISD Board Policy](#) and is available in hard copy upon request.

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

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

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal.

Your child’s school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal. Please see **Safety** on page 65 for information regarding contact with parents during an emergency situation.

Also, please complete and return to your child's campus any required forms provided in a packet accompanying this handbook. Additional required forms may be accessed electronically or a hard copy can be provided by notifying the campus office.

[See **Objecting to the Release of Directory Information** on page 3 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 9 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. For information regarding the district's policy manual is available for review at [Boerne ISD Board Policy](#). Questions may be directed to Marcia Leach, Assistant to the Superintendent, at (830) 357-2010.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Boerne ISD Student Handbook includes information related to the rights of parents as specified in state or federal law.

CONSENT, OPT-OUT AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychology examination, test, or treatment without obtaining prior written parent consent unless the examination, text, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

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

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

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

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law. [See **Video Cameras** on page 73 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Note: This section serves as official notice that the Boerne ISD will video and/or record students throughout the school year in an effort to communicate the district's mission, vision and goals. The taping may occur during regular school operations in an effort to communicate district programs and feature teachers and students at work during the education process. If for any reason a parent does not want his/her child to be taped for district communication purposes, please notify the campus principal in writing. For more information on this topic, contact the Public Information Act Officer at 123 W. Johns Road, Boerne, Texas 78006, phone (830) 357-2000 or fax (830) 357-2089.

Limiting Electronic Communications with Students by District Employees

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This "directory information" will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal 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**" included in this handbook and in the forms packet.]

Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about this student. If you do not want the Boerne ISD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within ten school days of the student's first day of instruction. The Boerne ISD has designated the following information as directory information:

- Student name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level

- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records
- Military Recruiters and Institutions of Higher Education - applicable to secondary grade levels only

The District has not formally designated directory information that is used only internally and solely for school-sponsored purposes such as honor rolls, school newspapers, yearbooks, recognition activities, news releases, and athletic, music and drama programs. Restricting your directory information will not necessarily keep your student from being honored or recognized within the school or campus setting. Please see the Special Notice to Parents and Students appearing below.

Social security numbers will not be released unless the parent or student so instructs. Virtually all information pertaining to individual student educational performance, discipline records and medical information is considered confidential and is not released to the public.

Please note that the name of a student or minor who is the victim of abuse or unlawful conduct by an educator is not public information under the Texas Public Information Act.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Any decision and election to not disclose Directory Information to third parties will include military recruiters and post-secondary institutions as the district does not have the capacity to manage multiple elections.

Texas law gives a parent the right to object to the release of one or more specific categories of directory information if district policy permits the parent to do so. **The Boerne ISD does not allow a parent or student to object to the release of information by category.** In other words, the parent cannot restrict one category of information and

permit the release of others. The Boerne ISD does not have the staffing and technology resources to manage the massive demands that would result from any combination of choices multiplied by the number of students doing so. Students themselves can restrict their own information if the student is 18 years of age or older.

Carefully read the remaining portions of the Directory Information section before considering making a written privacy request:

The choice to restrict student directory information from being released in response to a public information request will not necessarily keep the student from being honored or recognized within the school or campus setting unless the parent informs the campus otherwise. For example, the student's name could appear on the honor roll that is posted in the hallway of an elementary campus or the student's name and picture could appear in yearbooks, athletic programs, music programs, drama programs, and other school news events even though the student's directory information has been restricted from being released in response to a public information request made by a third party who is not associated with the school district. However, a parent should notify the campus administration promptly if there are certain legal or security issues concerning the student, such as being the subject of a court custody proceeding, a victim of criminal violence, or being a part of a witness protection program. A form allowing a parent to restrict student directory information will be provided annually. Parents are encouraged to sign a new form each school year; however, if a form is not signed and returned to the campus, then the Boerne ISD will rely on the last form on file.

E-mail Addresses

Boerne ISD employee e-mail addresses are public and may be released upon request. A student's, parent's and/or employee's personal e-mail address is considered private and will not be released by Boerne ISD to the general public unless permission is granted.

Photographs

Photographs without names are normally public information. Boerne ISD allows the use of student photographs without names for promotional purposes, including their use on the campus and district websites. Pictorial web pages can be used to honor students and chronicle events held at each child's school or held district-wide.

In the event a district employee wants **to use a photograph with a student name on the website**, i.e. National Merit Scholars or individual student awards, parental permission will be obtained in advance. Otherwise, Boerne ISD web pages and other promotional materials will contain photographs of students without names. However, the Boerne ISD will furnish pictures and names of graduating seniors to local newspapers that choose to honor their graduation collectively.

Student and Staff Telephone Directories

Boerne ISD does not publish a telephone directory of student and/or employee addresses or telephone numbers. Parent-Teacher Organizations at some campuses do produce such directories for distribution for PTO and other campus-related purposes. Such organizations will not be furnished restricted directory information; however, a parent may choose to furnish his/her student's directory information directly to a school organization.

Also review the information at **Authorized Inspection and Use of Student Records** on page 10. [See **Notice Regarding Student Directory Information and Parent's Response Regarding Release of Student Information** on page 83.]

Participation in Third-Party Surveys

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

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

- Critical appraisals of individuals with whom the student has a close family relationship.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- 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.
- Mental or psychological problems of the student or the student's family.
- Political affiliations or beliefs of the student or the student's parent.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Sexual behavior or attitudes.

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

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

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

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

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction. State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Devote more attention to abstinence from sexual activity than to any other behavior;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age; and,
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, the following summarizes the district's curriculum regarding human sexuality instruction: The Boerne ISD Board of Trustees approved the SHAC's recommendation to provide sexual health education to students in grades 6-8 and students enrolled in the high school Health course. The district uses curriculum from Scott & White, Worth the Wait® Sex Education Curriculum in grades 6-7 and Wellness & Sexual Health® in grade 8 and high school. Each ten-lesson unit is based upon medical and legal facts regarding teen sexual activity which teaches abstinence as the healthiest choice for teens, and the curriculum is available at each campus for parent preview prior to instruction. In addition, the campus obtains parent permission before permitting a student to participate in the Scott and White curriculum.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week, the week in which September 17 falls, 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\(LEGAL\)](#).]

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 62 and [policy EC\(LEGAL\)](#).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation Purposes

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

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend. [Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district. As of the publication date of this handbook, the Texas Education Agency (TEA) has not yet issued guidance on this topic.

Student Records

Accessing Student Records

You may review your child's student records. These records include:

- Applications for admission,
- Attendance records,
- Counseling records,
- Disciplinary records,
- Grades,
- Health and immunization information,
- Other medical records,
- Psychological records,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child,
- Teacher and school counselor evaluations,
- Teaching materials and tests used in your child's classroom, and
- Test scores.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with the respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 3 are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible students believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

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

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

When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 3 for opportunities to prohibit this disclosure].

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

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

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

A parent or eligible student who provides a written request may obtain copies at no charge. 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 addresses of district offices are as follows:

Superintendent’s Office	Boerne ISD	123 W. Johns Rd. Boerne, TX 78006
Mrs. Natalie Farber, Principal	Boerne High School	#1 Greyhound Lane, Boerne, TX 78006
Dr. Jodi Spoor, Principal	Boerne-Samuel V. Champion High School	201 Charger Blvd. Boerne, TX 78006
Mr. Tommy Hungate, Principal	Boerne Middle School North	240 W. Johns Rd. Boerne, TX 78006
Mrs. Georgia Franks, Principal	Boerne Middle School South	10 Cascade Caverns Rd. Boerne, TX 78006
Mrs. Ellie Maxwell, Principal	Cibolo Creek Elementary School	300 Herff Ranch Blvd. Boerne, TX 78006
Mrs. Tanya Tate, Principal	Curington Elementary School	601 Adler Rd. Boerne, TX 78006
Dr. Heberto Hinojosa Jr., Principal	Fabra Elementary School	238 Lohman St. Boerne, TX 78006
Mr. Jamie Robinson, Principal	Fair Oaks Ranch Elementary School	29085 Ralph Fair Rd. Fair Oaks, TX 78015
Mrs. Marshay Wolff, Principal	Kendall Elementary School	141 Old San Antonio Rd. Boerne, TX 78006

A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course 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 64, and **Complaints and Concerns** on page 30 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 website](#).

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Eligibility requirements for participation in extracurricular activities.
- Grade level, course, or educational program placement.
- Graduation requirements.
- Immunization requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at the [Interstate Compact on Educational Opportunities for Military Children](#).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another campus. Transportation is not provided for a transfer to another campus. [See **Bullying** on page 22 policy FDB, and policy FFI.]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.
- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus principal for information.
- 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 FDE(LOCAL).]

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. [See also **Course Credit** on page 32, **Credit by Examination For Advancement/Acceleration** on page 33, and **Students in Foster Care** on page 70 for more information.]

Students Who Are Homeless

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

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

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing. [See also **Course Credit** on page 32; **Credit by Examination for Advancement/Acceleration** on page 33; and, **Homeless Students** on page 55 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

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 (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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 the timeline prescribed by law once the district receives 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 prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at [The Legal Framework for the Child-Centered Special Education Process](#)

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families: [Partners Resource Network](#) and [Texas Project First](#). The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Mrs. DeNette Krawczynski, Director of Special Education at (830) 357-2095.

Students Who Receive Special Education Services with Other School-Aged Children in the Home

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

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Students with Physical or Mental Impairments Protected under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined by law. Contact the principal regarding a referral for evaluation to Section 504. [Also see [policy FB](#).]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

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. **Two state laws—one dealing with the required presence of school-aged children in school, e.g. compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.**

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

State law requires that a student between the ages of six and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events. One day of travel to the site and one day of travel from the site will also be excused for the activities indicated with an “*”.

- Activities related to obtaining United States citizenship*;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s arrival or return to campus;
- For students in the conservatorship (custody) of the state;
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity; provided it is not practicable to schedule the student’s participation in the activity outside of school hours*;
- Religious holy days*; and,
- Required court appearances*.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 12 for that section.

Secondary Grade Levels

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

Note: The Attendance Office must approve the absence(s) in advance by receiving a letter from the student’s parent at least one day prior to taking the college day. In order for the student to receive attendance credit for the college day, he/she must return documentation from the college that indicates the student’s name and date/time of the campus visit.

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Age 19 and Older

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

Between Ages 6 and 19

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

If you have questions about your student and the effect of his or her absences from school, please contact the campus assistant principal who serves as the designated campus truancy administrator.

A court of law may also impose penalties against a student's parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See [policy FEA\(LEGAL\)](#).]

Attendance for Credit or Final Grade (Kindergarten Through Grade 12)

To receive credit or a final grade in a class, a student in kindergarten – grade 12 must attend at least 90 percent of the days the class is offered.

A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he 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 or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the 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 or a final grade lost because of absences. [See [policy FEC](#).]

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.

- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The attendance committee may impose any of the following conditions for receiving credit lost because of excessive absences:

- Attending tutorial sessions as scheduled.
- Completing additional assignments, as specified by the committee or teacher.
- Maintaining the attendance standards for the rest of the semester/year.
- Satisfying time-on-task requirements before and/or after school, in the evenings, or on Saturdays.
- Taking an examination to earn credit.
- In all cases, the student must also earn a passing grade in order to receive credit.

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

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

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day. Official attendance is taken during the second instructional hour as required by state rule: 10:00 at the elementary campuses and during 2nd/6th periods at the middle and high school campuses. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures listed above.

Documentation after an Absence (All Grade Levels)

When a student is 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 or is an emancipated minor under state law.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under the compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

A student will be given a maximum of **five school days** upon returning to school to submit documentation, e.g. doctor's or parent note. Undocumented absences may result in the absence being considered unexcused.

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

Upon return to school, a student absent for more than five consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

A student who is seriously or chronically ill or has been absent for ten or more consecutive days may qualify for homebound services. Parents should contact the school counselor for General Education Homebound eligibility criteria and the determination process.

Medical Appointments (All Grade Levels)

- A student will not be counted absent if he/she has a documented appointment with a health care professional during regular school hours, and the student commences classes or returns to school on the **same day** of the appointment. **Note:** A student who is sent home by the school nurse is counted absent for the remaining portion of the school day and/or class period(s) and the absence is subject to the attendance laws.
- The appointment must be supported by a valid, original signed note, written on the physician's stationary or clinic pad. A copy will not be accepted.
- A student has **five school days** upon returning to school to submit verification from a health care professional.
- To the greatest extent possible, parents are encouraged to schedule medical appointments during non-instructional time.

Late Arrival to School and/or Class (All Grade Levels)

A student who arrives after the morning tardy bell must be escorted by a parent to the to the attendance office. A student with excessive tardies and/or absences will be subject to campus attendance and/or discipline consequences. For more information, see **Attendance** information on pages 13-17.

Elementary: A student who arrives to class after the tardy bell is considered late. A student who arrives after 10:00 a.m. is counted absent. A student who leaves school early is subject to the 90 percent attendance rule for any missed class or classes.

Secondary: A student who arrives to class after the tardy bell to any class is considered late. A student who arrives to class after twenty minutes will be counted absent.

Participation in School-Related Activities (Secondary Grade Levels Only)

A student must be present at least two 90-minute class periods, one of which must be 2nd and 6th period, in order to participate in a school-related activity on that day or evening. The only exception includes a documented health-care appointment that is verified by a signed note from a physician or health-care provider.

Unexcused Absences (All Grade Levels)

Any absence approved by the parent for the convenience of the student, but not approved by the school, or an absence that falls outside of the guidelines listed above may be unexcused. In addition to non-compliance with compulsory attendance laws, a student who has an unexcused absence may also be subject to an academic penalty for missed class assignments. If there is a question concerning whether or not an absence is acceptable, please contact the school Attendance Office in advance. [(See EIAB(LOCAL).)]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

ACADEMIC DISHONESTY / PLAGIARISM (All Grade Levels)

Academic dishonesty – cheating, forgery, or plagiarism – is not acceptable. Cheating includes the copying of another student’s work, either by giving or receiving information, on homework, class assignments, and/or tests. Forgery is another form of academic dishonesty. Plagiarism is the use of another person’s original idea or writing without giving credit to the true author. Plagiarism will be considered to be cheating and the student will be subject to disciplinary action.

Students are responsible for requesting clarification when using resource material in a written assignment or when using the original work of another person in any presentation. In general, students must follow the teacher’s specific pattern for citing references when: (1) repeating a sentence or more of another person’s words; (2) presenting the author’s original term, phrase, or idea; or, (3) presenting another person’s argument or line of thinking.

Students found to have engaged in academic dishonesty shall be subject to penalties including but not limited to grade reduction on assignments or tests, including a score of zero on the assignment; disciplinary penalties in accordance with the Student Code of Conduct; and other campus penalties in accordance with the campus honor code. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Copyrighted Material

- Students who want to use multimedia materials should become familiar with the guidelines on **fair use and copyrighted materials for educational purposes**. Always check for a copyright notice on any webpage, read it carefully, and look for the disclaimer on the page. If necessary, a student should contact the author and request expressed written permission to use his/her material and specify the amount and purpose. Students must remember to cite all sources using the following format. Since information found on the web constantly changes, students must be mindful of dated information.
- Copyrighted works used for nonprofit or educational purposes are more likely to be considered **fair use**. In addition, copyrighted works that are altered significantly are more likely to be considered fair use. For example, fair use guidelines allow educators to use copyrighted works to create educational multimedia projects for: face-to-face student instruction, directed student self-study, real-time remote instruction, review, or directed self-study, presentation at peer workshops and conferences, and personal uses such as tenure review or job interviews.
- Fair use guidelines allow students to use copyrighted works to create educational multimedia projects for: fulfilling course requirements, inclusion in portfolios as examples of academic work, such personal uses as job and graduate school interviews.
- Publishing on the web is **not** considered fair use, since a webpage is available beyond the classroom. Students must receive permission to use copyrighted information before publishing anything on the web. Permission in email form is sufficient.
- **Citing Sources:** Author’s last name, name, initial: “Title.” Publishing Company. Online. Available: email address of author or web address of document (date). *Example:* Ivey, Keith C.: “Citing Internet Resources.” The Editorial Eye. Online. Available: (April 18, 2002).

Fair Use Guidelines

Limits apply cumulatively to each student's multimedia project(s) for the same academic semester, cycle or term. All students receive instruction regarding reasons for copyright protection and the need to follow these guidelines. It is understood, however, that students in kindergarten through grade six may not be able to adhere rigidly to the portion limitations in this section in their independent development of educational multimedia projects. All sources must be cited.

- **Copying and Distribution Limitations:** Only a limited number of copies, including the original, may be made of an educator's educational multimedia project. No more than two use copies, only one of which may be placed on reserve. An additional copy may be made for preservation purposes but may only be used or copied to replace a use copy that has been lost, stolen, or damaged. In the case of a jointly created educational multimedia project, each principal creator may retain one copy but only for the archival purposes.
- **Illustrations and Photographs:** The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because fair use usually precludes the use of an entire work. Under these guidelines, a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project.
- **Motion Media:** Up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia product.
- **Music, Lyrics, and Music Video:** Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the musical work is embodied in copies, or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia project created under Section 2. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.
- **Non-Educational Use:** Educators and students must obtain licenses before using copyrighted works for commercial reproduction and distribution.
- **Numerical Data Sets:** Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 2 of these guidelines. A field entry is defined as a specific item of information, such as a name or Social Security number, in a record of a database file. A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.
- **Text:** Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of a multimedia project. An entire poem of less than 250 words may be used, but no more than three poems by one poet or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet, or five excerpts by different poets from a single anthology may be used.
- **Time Limitations:** Multimedia teaching tools may be used for a period of up to two years after the first instructional use with a class. Use beyond that time period requires permission for each copyrighted portion. If a multimedia project or teaching tool is placed on the school server or intranet, it must be removed after 15 days. After that time, it may be placed on reserve in a learning resource center and students are not permitted to make copies.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

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

Information about all of these can be found on the [Boerne ISD website](#). Hard copies of any reports are available upon request to the district's administration office. TEA also maintains additional accountability and accreditation information at [TEA website](#).

AWARDS AND HONORS (Secondary Grade Levels Only)

National Honor Society (NHS) / National Junior Honor Society (NJHS)

The purpose of the National Honor Society and National Junior Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character. NHS and NJHS membership is not based solely on academic achievement, as both organizations recognize those well-rounded individuals who serve as positive role models and contributors to school life. Selection for membership is also based upon evidence of the following four qualities: scholarship, service, leadership, and character. Once inducted into NHS/NJHS, students must maintain high standards in these areas. Members may be placed on probation or be dismissed from NHS/NJHS if found in violation of one or more of the membership criteria. For more information, contact the principal's office.

High School: 10th – 12th grade students with an unrounded cumulative high school grade point average of 95 during their high school career are eligible for nomination. **Students must complete the Student Activity Forms by the posted deadline to be eligible for consideration.** New members are inducted during the fall semester. For more information, contact the principal's office.

Middle School: Current 7th – 8th grade students with an unrounded cumulative average of 93 or higher for the first three marking periods of the current school year are eligible for nomination. **Students must complete the required forms by the posted deadline to be eligible for consideration.** New members are inducted during the spring semester. For more information, contact the principal's office.

BULLYING (All Grade Levels)

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

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

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

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

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

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [Also see **Safety Transfers/Assignments** on page 13.]

A copy of policy FFI(LOCAL) is available in the principal's or superintendent's office. Procedures related to reporting allegations of bullying may also be found on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[Also see **Safety Transfers/Assignments** on page 13; **Dating Violence, Discrimination, Harassment, and Retaliation** on page 34; **Hazing** on page 52; policy FFI; and, the district improvement plan, a copy of which can be viewed in the campus office. Additional resources are located at StopBullying.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technology programs at middle and high school campuses. For a list of career and technology classes offered, contact the school counselor, acquire a copy of the course description information from the counseling office, or access on the Boerne ISD website: Departments, Curriculum and Instruction, Course Catalog Information.

These programs will be offered without regard to race, color, national origin, sex, or disability. Boerne 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 CTE programs. [Also see **Nondiscrimination Statement** on page 60 for the names and contact information for the Title IX and Section 504 Coordinators, each who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. [Also see **Food Allergies** on page 53.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children based on the [Darkness2Light](#) Stewards of Children and [Texas Department of Family and Protective Services](#) resources. It is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

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

<https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>

<http://www.kidshealth.org/en/parents/child-abuse.html>

<http://taasa.org/resources-2/>

<https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-1>

<https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child-abuse-2>

Reports of abuse or neglect may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400).

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

Class Rank for Students who Entered Grade 9 Prior to 2014-2015

Class rank shall be determined by averaging all grades earned in courses taken in grades 9–12 for high school credit, unless excluded below.

For the purpose of determining honors to be conferred during graduation activities, the student's class rank will be calculated through the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose. The weighted grade average shall be rounded to the nearest thousandths place.

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

Exclusions

The calculation of class rank shall exclude grades earned in or by courses taken for high school credit prior to grade 9; correspondence courses; credit by examination, with or without instruction; summer school; courses evaluated as pass/fail; and out-of-district distance learning courses and/or electronic courses.

Weighted Grade System

The District shall categorize and weight courses as Tier 1, Tier 2, Tier 3, and Tier 4. The District shall assign weights to semester grades and shall calculate a weighted numerical grade average in accordance with the following scale. The list of available courses in each category is found in the high school course guide.

<u>Category</u>	<u>Weight</u>
Tier 1	plus 12
Tier 2	plus 10
Tier 3	plus 4
Tier 4	plus 0

- Tier 1: Eligible Advanced Placement (AP) and AP/Dual Credit courses designated in administrative regulations shall be categorized and weighted as Tier 1 courses.
- Tier 2: Eligible Pre-Advanced Placement (PreAP) and Dual Credit courses taken in the District and designated in administrative regulations shall be categorized and weighted as Tier 2 courses.
- Tier 3: Eligible courses in regular education foundation classes of English, mathematics, science, social studies, and foreign languages shall be categorized and weighted as Tier 3 courses.
- Tier 4: All other eligible courses shall be designated as Tier 4 courses.

For the purpose of class rank calculation, the student's actual or adjusted weighted grade for each eligible course shall be used. No minimum figure shall be substituted. The District shall record unweighted numerical grades on student transcripts.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the district's class ranking procedure described in this policy and who complete the Recommended Program or the Advanced/Distinguished Achievement Program. To be eligible, a student must have been continuously enrolled in a district high school for the four semesters immediately preceding graduation and enrollment must have occurred by October 1 of the year preceding graduation. In addition, a student must have been enrolled in at least seven class periods during his or her entire senior year.

In case of a tie in weighted numerical grade averages after calculation to the thousandths place for valedictorian, the District shall recognize all students involved in the tier as sharing the honor and title. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for salutatorian, the District shall recognize all students involved in the tie as sharing the honor and title.

Conduct

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during his or her last two semesters.

Honor Graduates

In order to receive honor graduate recognition, a student must have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation and be ranked in the top 15 percent of the graduating class based on an unrounded cumulative average. Eligible honor graduates shall be classified and shall have the classification noted on their diploma in accordance with following:

- Cum Laude Top 15%
- Magna Cum Laude Top 10%
- Summa Cum Laude Top 5%

Early Graduates

To be eligible to graduate early, a student shall complete all coursework and state assessment testing required of the ninth grade class in which he or she begins high school. A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

An early graduate shall be eligible for recognition as the valedictorian or salutatorian provided he or she has declared in writing by May 15 of the sophomore year his or her intent to graduate the following year. An early graduate shall also be eligible for all other honor graduate distinctions.

Transfer Credit

When a student transfers grades for properly documented courses from an accredited school, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

When a student transfers from a non-accredited school, including a home school, the District shall accept and/or assign grades in accordance with the secondary grading and reporting administrative regulations.

Letter grades shall be recorded as follows:

Transfer Grade Conversion Chart				
A+ = 100	B+ = 89	C+ = 79	D+ = 74	
A = 95	B = 85	C = 77	D = 72	
A - = 90	B - = 80	C - = 75	D- = 70	F = 69

Class Rank for Students who Enter Grade 9 in 2014-2015

Class rank shall be determined by averaging all grades earned in courses taken in grades 9–12 for high school credit, including the summer immediately preceding the beginning of grade 9, that satisfy graduation requirements under the Foundation Plan with an Endorsement, to a maximum of 26 credits, unless excluded below. A student’s class rank will be calculated in accordance with administrative regulations and based on an incremental denominator using the grades from eligible courses that will produce the highest weighted numerical grade average.

For the purpose of determining honors to be conferred during graduation activities, the student’s class rank will be calculated through the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose. The weighted grade average shall be rounded to the nearest thousandths place.

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

Exclusions

The calculation of class rank shall exclude grades earned in or by courses taken for high school credit before or during grade 8; courses evaluated as pass/fail; local credit courses; or courses with grades exempted in accordance with a student’s individualized education plan (IEP).

Weighted Grade System

The District shall categorize and weight courses as Tier 1, Tier 2, Tier 3, and Tier 4. The District shall assign weights to semester grades and shall calculate a weighted numerical grade average in accordance with the following scale. The list of available courses in each category shall be found in the high school course guide.

<u>Category</u>	<u>Weight</u>
Tier 1	plus 18
Tier 2	plus 10
Tier 3	plus 2
Tier 4	plus 0

- Tier 1: Eligible Advanced Placement (AP) and Dual Credit courses designated in administrative regulations shall be categorized and weighted as Tier 1 courses.
- Tier 2: Eligible Pre-Advanced Placement (PreAP) and capstone CTE courses designated in administrative regulations shall be categorized and weighted as Tier 2 courses.
- Tier 3: Eligible full-year on-level core, elective, and CTE courses and semester courses required for graduation designated in administrative regulations shall be categorized and weighted as Tier 3 courses.
- Tier 4: All other eligible courses designated in administrative shall be designated as Tier 4 courses.

For the purpose of class rank calculation, the student’s actual or adjusted weighted grade for each eligible course shall be used. No minimum figure shall be substituted. The District shall record unweighted numerical grades on student transcripts.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been continuously enrolled in a district high school for the four semesters immediately preceding graduation and enrollment must have occurred by October 1 of the year preceding graduation; have completed the Foundation Program with the Distinguished Level of Achievement; be graduating after exactly eight semesters of enrollment in high school; and, have been enrolled in at least seven class periods during his or her entire senior year.

In case of a tie in weighted numerical grade averages after calculation to the thousandths place for valedictorian, the District shall recognize all students involved in the tier as sharing the honor and title. In case of a tie in weighted numerical grade averages after calculation to the thousandths place for salutatorian, the District shall recognize all students involved in the tie as sharing the honor and title.

Conduct

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during his or her last two semesters.

Honor Graduates

In order to receive honor graduate recognition, a student must have been enrolled in a district high school for at least one semester prior to graduation; have completed the Foundation Plan with the Distinguished Level of Achievement; and be ranked in the top 15 percent of the graduating class based on an unrounded cumulative average. Eligible honor graduates shall be classified and shall have the classification noted on their diploma in accordance with following:

- Cum Laude Top 15%
- Magna Cum Laude Top 10%
- Summa Cum Laude Top 5%

Transfer Credit

When a student transfers grades for properly documented courses from an accredited school, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

When a student transfers from a non-accredited school, including a home school, the District shall accept and/or assign grades in accordance with the secondary grading and reporting administrative regulations.

[For further information, see [policy at EIC](#).]

CLASS SCHEDULES (Secondary Grade Levels Only)

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

Efforts have been made to provide each student with the schedule of courses selected cooperatively by the student, parent, and school personnel; however, a student may be scheduled into a STAAR accelerated instruction course, if assistance is needed. Schedules can be obtained at student orientation in August and on the first day of school. Schedules may be held for any student owing fines or needing to update immunization records. Any error in the student's schedule should be reported in writing to the counseling office by the first day of school.

Class Schedule Change Procedures

Although requests for a change in schedule can be considered by the counseling staff, no changes will be made to accommodate non-educational factors. Students are encouraged to carefully select courses, as few schedule changes occur after the start of school.

Middle School PreAP Placement Review

The teacher may recommend that a student be changed into a regular class if that student is encountering great difficulty with the rigorous course content. The teacher will expect a positive attitude about scholarship and assignments. A parent-teacher-counselor communication is required prior to withdrawal from a PreAP course. Students must also have attended tutoring with the teacher on a regular basis. **A recommended change may occur only at one of the following times: between the 4th-6th weeks of school or at the end of the 1st semester.**

High School PreAP and AP Placement Review

When a student transfers from one level to another level of a course, except at semester (AP to regular, PreAP to regular), grades earned in the original class will be transferred as earned without alteration. Students who are failing an AP course will be removed from the course at semester. **A recommended change may occur only at one of the following times: between the 4th-6th weeks of school or at the end of the 1st semester.**

CLINIC POLICY (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. Also, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. In addition, if your student has a mucous discharge other than clear please do not send them to school as this could be a sign of infection. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent. Failure to follow these guidelines may result in disciplinary action, such as a truancy referral.

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

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

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- 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.

*Beginning with 9th graders in the 2014-15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the Distinguished Level of Achievement under the Foundation Graduation Program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2017 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through holistic review process.

The provisions above will also apply to a student ranked in the top 25 percent of his or her class should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduation class.

Students and parents should contact the counselor for further information about automatic admissions, the application process, and deadlines. [See also **Class Rank/Highest Ranking Student** on page 25 for information specifically related to how the district calculates a student's rank in class and **Graduation** on page 45 for information associated with the Foundation Graduation Program].

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit or Advanced Placement (AP), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Northwest Vista College, San Antonio College, or St. Philips College; and,
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to 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.

CONDUCT (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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

Disruptions of School Operations

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

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

Fences

Students are prohibited from crossing over, climbing under, or damaging fences located on any campus. Disciplinary consequences will be issued for students who violate this policy.

Parking Lots

Student, faculty and guest parking areas are off limits to all students, except for the arrival or departure or under the permission of a teacher or administrator.

Skateboards, Scooters, Shoes with Wheels

For safety purposes and facility considerations, skateboards, scooters, shoes with wheels and all other wheeled-toy devices are not allowed on district property, unless permission has been obtained from the principal. All such items will be confiscated and returned only to a parent or student at the end of the semester.

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 may 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.

COUNSELING

Academic Counseling

Elementary and Middle School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

Personal Counseling (All Grade Levels)

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

[Also see **Substance Abuse Prevention and Intervention** and **Suicide Awareness** on page 71.]

COURSE CREDIT (Secondary Grade Levels Only)

For students in grades 6-12, credit is awarded for a semester average that is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged to award one full unit of credit if the yearly average is 70 or above. When a student's combined average is less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

[For further information, see the school counselor and policy [EHDB\(LOCAL\)](#).]

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e. for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2016-2017 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 15 days prior to the scheduled testing date. [For further information, see [policy EHDC\(LOCAL\)](#).]

2016-2017 CBE Testing Windows

- August 2-4, 2016 (BMSN, BMSS, BHS, & CHS)
- December 6-8, 2016 (BMSN, BMSS, BHS, & CHS)
- January 3-5, 2017 (BMSN, BMSS, BHS, & CHS)
- May 6 and June 5-6, 2017 (BMSN & BMSS)
- June 6-8, 2017 (BHS & CHS)

Kindergarten Acceleration

The district may allow a student not six years old at the beginning of the school year to be placed initially in first grade. Criteria for acceleration may include, but is not limited to, the following:

- Scores on readiness test(s) and/or achievement test(s) that may be administered by appropriate district personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.

Students in Grades 1-5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6-12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's course sequence, the student must complete the course.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available on the district's website. [See [policy FFH](#).]

Dating Violence

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

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

Additional resources are located at [Prevention of Teen Dating Violence](#).

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation, the district will take interim action to address the alleged prohibited conduct.

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Federal Educational Records and Privacy Act (FERPA).

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 34.]

DISTANCE LEARNING

All Grade Levels

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

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

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. Boerne ISD students will not be allowed to enroll in a TxVSN course if the school:

- offers a substantially similar course;
- determines that the course does not meet state standards or district standards that are of equivalent rigor for the same course provided in a traditional classroom setting;
- anticipates the course is expected to negatively affect the student's performance on a statewide assessment; decides that the course is inconsistent with the student's high school graduation plan; or
- receives a request to enroll at a time that is not consistent with the established registration period.

Additional TxVSN parameters include:

- The student is also responsible for a non-refundable registration fee of \$25/semester. If a student enrolls in a full-year course, such as French I A & B, the non-refundable registration fee is \$50.
- The student must take the applicable STAAR/STAAR EOC assessment for the corresponding TxVSN course.
- The student will be subject to "no pass, no play" UIL rules depending on the enrolled TxVSN course.
- The student is responsible for TxVSN course fees if the school:
 - offers a substantially similar course;
 - determines the course exceeds the traditional seven-period instructional load; and
 - receives a request for summer TxVSN enrollment.

[Also see **Extracurricular Activities, Clubs, and Organizations** on page 42.]

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or similar course.

A copy of [policy EHDE](#) will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the principal.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newspaper and yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

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

The principal has designated a central campus location for approved nonschool materials to be placed for voluntary viewing by students. [See [policy at FNAA](#).]

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

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

Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed to students or others at the principal's campus.

The superintendent shall designate times, locations, and means for distribution of nonschool literature at District facilities other than school campuses, in accordance with this policy.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING (All Grade Levels)

Boerne ISD believes that school performance and future success are enhanced by appropriate dress and good grooming. Parents/Guardians are strongly urged to work closely with the school to ensure student's adherence to these standards. The dress code is in effect for students while attending school functions or school-sponsored activities on or off school property.

The district prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interference with normal school operations during the instructional day and at school-sponsored events. If, in the judgment of the principal, any mode of dress or appearance detracts from the learning climate, it is the principal's responsibility to take immediate corrective action. **While it is inevitable that there will be differences of opinion as to the appropriateness of dress, grooming, and/or determining whether or not a student's attire is disruptive or distracting to the educational environment of the school, the final determination will be made by the campus principal.**

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

The principal, in cooperation with the sponsor or coach of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity and students who attend school-sponsored events. Uniforms that have been approved by campus administrators for school-sponsored activities will be permitted during school or at school functions. Students who violate the standards may be removed or excluded from the activity for a period determined by the principal and/or sponsor and may be subject to additional disciplinary action.

All Students

- Must have hair that is clean, well-groomed and does not bring undue attention. Boys' hairstyles must not extend below eye brows or beyond the base of the neck. An exception in a boy's hair length may be granted with *prior* approval by the principal in extenuating circumstances, such as participation in "Locks for Love."
- Must not wear or display advertisements, emblems, patches, pictures, slogans, and writing on clothing and other personal items that:
 - Are lewd, obscene, offensive, suggestive, vulgar, or promote violence.
 - Advertise or depict alcoholic beverages, tobacco products, drugs, or other prohibited substances.
- Must wear appropriate footwear at all times. House slippers/shoes, steel-toed shoes or steel-toed boots are not allowed.

- Must not wear pajama-type pants, jeans/pants with excessive or revealing holes, or jeans/pants that are baggy, excessively long or wide, or worn below the hip level.
 - Exception: Pajama-type clothing and house slippers/shoes may be permitted during scheduled school spirit days. Blankets and pillows, however, are prohibited.
- Must not wear spiked-type jewelry, chains, or wallet chains.
- Must not have unnatural extremes in hair color and/or styles, such as Mohawks, wigs, insignias shaved into the scalp, or hair dyed green, blue, orange, etc.
- Must not cover head inside the building at any time with items such as hats, bandannas, caps, “hoodies,” and other headgear. These items must be stored in lockers during the school day at the middle school campuses.
 - Exception: Head covering may be permitted during scheduled school spirit days/activities and for a student with documented medical condition.
- Must not have visible tattoos, real or fake.
- Must not wear trench coats.
- Must not have visible undergarments.

Boys

- Must daily be clean-shaven. No mustaches, beards, or sideburns that are excessively wide or that extend beyond the earlobe. Students will be provided a razor, if necessary, and a charge for the razor may be assessed.
- Must not wear pony tails of any kind.
- Must not wear pierced-typed jewelry. Coverings intended to disguise or conceal body piercing are not permitted.
- Must not wear muscle or sleeveless shirts as the only outer garment, and shirts must be buttoned at all times.
- Must not wear make-up or fingernail polish.

Girls

- Must not wear dresses, blouses, or tops that are low cut in the front or back, or that are of sheer material or excessively tight. Inappropriate clothing may not be corrected by covering with a sweater or jacket.
- Must wear clothing that extends beyond the waistband of pants, shorts, or skirts so that the midsection and/or back are covered at all times.
- Must not wear tube tops, halters, camisoles, and/or tops with spaghetti straps.
- Dresses, skirts, and shorts must be at least fingertip length in the front and back when the student is standing or walking. Biker shorts and tights may be worn under shorts/skirts that meet the length guideline.
- Must wear pierced-type jewelry only on ears. Coverings intended to disguise or conceal other body piercing are not permitted.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district’s network systems, use of personal devices, and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. [See **Student Agreement for Acceptable use of the Electronic Communications System** on page 78 and **Google Apps for Education** on page 81.]

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child Sexting Prevention Educational Program for Texas, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use. [See **Bring Your Own Device Responsible Use Policy** on page 79.]

When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety and instructional purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during instructional time, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices, such as but not limited to, netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The following hierarchy of consequences is imposed based upon the first, second, third, and subsequent offenses:

- 1st offense: Warning, parent notification, and parent collects the telecommunications device.
- 2nd offense: \$10.00 fine is assessed; the telecommunications device is held in the principal's office for ten calendar days *and* until the fine is cleared; and the parent collects the telecommunications device.
- 3rd offense: \$10.00 fine is assessed; the telecommunications device is held in the principal's office for thirty calendar days *and* until the fine is cleared; and the parent collects the telecommunications device.
- Subsequent offense(s): The telecommunications device is held in the principal's office until the end of the school year and the parent collects the telecommunications device.

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.]

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 67 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess, display, or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other similar electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the designated campus administrator. The administrator will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Middle/Elementary School Appropriate Use	
Before/after school	Yes
In class when my teacher designates use for learning	Yes
During passing period	No
During lunch	No

High School Appropriate Use	
Before/after school	Yes
In class when my teacher designates use for learning	Yes
During passing period	Yes
During lunch	Yes

In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel. [See **Searches** on page 67 and policy FNF.]

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.

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation** on page 45, and **Standardized Testing** on page 69.]

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, on page 69, may be administered to an English language learner, or for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

If a student is considered an English language learner and receives special education services because of a qualifying disability, the student’s ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with approval of the appropriate Boerne ISD administrator.

[Also see **Transportation** on page 72.]

Eligibility for initial and continuing 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. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access additional information at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov. [See [UIL Side-by-Side](#) for additional information on all UIL-governed activities.]

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement course, PreAP Pre-Calculus, or a dual credit course in English language arts, mathematics, science, social studies, economics, or Languages other than English (LOTE) —may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two 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.
- Students must adhere to the random drug testing policy as articulated in [policy FNF\(LOCAL\)](#).

Standards of Behavior

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

Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or, in the case of interscholastic athletics and marching band, at the time the students report for workouts or practices that occur prior to the actual beginning of classes. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

FEES (All Grade Levels)

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:

- 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 72.]
- Costs for materials for a class project that the student will keep.
- Fees for driver training courses, if offered.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Fees 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.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Parking fees and student identification cards.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Personal physical education and athletic equipment and apparel.
- Security deposits.
- Summer school for courses that are offered tuition-free during the regular school year.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.

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

FUND-RAISING (All Grades Levels)

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 principal no less than two weeks, but preferably thirty days, before the event. [For further information, see [policies FJ and GE.](#)]

GANG-FREE ZONES (All Grade Levels)

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 34.]

GRADE CLASSIFICATION (Grades 9-12 Only)

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

<u>Credits Earned</u>	<u>Classification</u>
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
19	Grade 12 (Senior)

GRADING GUIDELINES (All Grade Levels)

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

Kindergarten and 1st grade students' mastery of concepts and achievement is assessed through teacher checklists, observations, portfolios, and reading inventories. Report cards are sent home at the end of each grading period using a checklist of required skills.

In grades 2-12, academic achievement is reported to parents numerically utilizing a 0-100 scale. Teachers are required to assign grades that reflect the student's relative mastery of the assignment and may not be required to assign a minimum grade for an assignment without regard to the student's quality of work. The numerical grade earned will be reflected on individual assignments, tests, and progress reports.

A copy of the **Boerne ISD Content Grading Standards** for grades 2-12 in English, Reading, Math, Science, Social Studies, and Languages Other Than English (LOTE) may be found on page 91. Standards include grading categories, percentage of weighted value per category, and the minimum number of grades recorded per nine week period.

Academic	Citizenship: Secondary	Citizenship: Elementary
90 – 100 = A	S-Satisfactory	E-Independently demonstrates appropriate behavior
80 – 89 = B	N-Needs Improvement	S-Consistently demonstrates appropriate behavior
70 – 79 = C	U-Unsatisfactory	N-Frequently demonstrates a need for redirection
0 – 69 = Failing		U-Unsatisfactory

Also see **Report Cards/Progress Reports and Conferences** on page 64 for additional information on grading guidelines.

SEMESTER EXAMS (Secondary Grade Levels Only)

Fall Semester

No student may exempt a fall semester exam at any of the secondary campuses.

- **STAAR End-of-Course (EOC):** Students who are enrolled in Algebra I, Biology, English I, English II, and U.S. History will substitute a cumulative assessment for a stand-alone, 15% fall semester exam. The cumulative assessment will be administered on the semester exam date but will be included as a major test grade during the 2nd nine-week period. An assessment includes but is not limited to a chapter test, 9 week test, or problem- or project-based project.
- Fall and spring semester exams will be weighted 15% for all other high school courses at all grade levels.

Spring Semester

Except as outline below, no student may exempt a spring semester exam for a high school credit course. **Exempted students are required to attend school on exam dates.**

- **Advanced Placement (AP):** A student who is enrolled in an AP course is exempt from the spring semester exam provided he/she has no more than three absences* and takes the applicable AP exam. If the student elects not to take the AP exam, he/she must take the AP course spring semester exam. **Does not include approved school-related absences and other Exemptions to Compulsory Attendance on page 16.*
- **AP U.S. History:** Since U.S. History is an EOC-tested course and, therefore, does not have a semester exam, a student enrolled in AP U.S. History is highly encouraged, but not required, to take the AP U.S. History exam. AP U.S. History students will substitute an assessment for a stand-alone, 15% semester exam that will be included as a major test grade during the 4th nine-week period.
- **Dual Credit:** A student who is enrolled as a dual credit student must complete the required college syllabus standards including, but not limited to, taking the applicable course semester exam.
- **STAAR End-of-Course (EOC):** Students who are enrolled in Algebra I, Biology, English I, English II, and U.S. History will substitute a cumulative assessment for a stand-alone, 15% spring semester exam. The cumulative assessment will be administered on the semester exam date but will be included as a major test grade during the 4th nine-week period. An assessment includes but is not limited to a chapter test, 9 week test, or problem- or project-based project.

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-2015 School Year

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

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

[Also see **Standardized Testing** on page 69 for more information.]

Requirements for a Diploma Beginning with the 2014-2015 School Year

Beginning with students who enter grade 9 in the 2014-15 school year, as well as any currently enrolled high school student who decides to graduate under the Foundation Graduation Program, a student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

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

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

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

[Also see **Standardized Testing** on page 69 for more information.]

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014-15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014-15 school year also have the option to pursue the Foundation Graduation Program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See [policy EIF\(LEGAL\)](#).]

All students who were enrolled in high school prior to the 2014-15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the **Foundation Graduation Program** as described on page 47.

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014-15 school year and thereafter will graduate under the Foundation Graduation Program. Within this graduation program are five “endorsements”, which are paths of interest that include Arts and Humanities, Business and Industry, Multidisciplinary Studies, Public Service, and STEM (Science, Technology Engineering, and Mathematics). Endorsements earned by a student will be noted on the student’s transcript. The Foundation Graduation Program also involves the term “Distinguished Level of Achievement,” which reflects the completion of at least one Endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 47.

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

Graduating under the Foundation Graduation Program will also provide opportunities to earn “performance acknowledgements” that will be denoted on the student’s transcript. Performance Acknowledgements are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP exam; on certain national college preparatory and readiness or college entrance exams; or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about these acknowledgements.

A student enrolled in high school prior to the 2014-15 school year has the option of graduating under the Foundation Graduation Program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor or the [BHS / CHS High School Course Guide](#) for additional information.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

Courses	Number of Credits Minimum Program	Number of Credits Recommended Program	Number of Credits Advanced / Distinguished Achievement Program*
English Language Arts	4	4	4
Mathematics	3	4	4
Science	2 [^]	4	4
Social Studies, including Economics	3 [^]	4	4
Language other than English	None	2	3
Fine Arts	1	1	1
Physical Education**	1	1	1
Speech	0.5	0.5	0.5
Locally Required Courses	0.5 credit in Health 1 credit in Career and Technical Education or Technology Applications	0.5 credit in Health 1 credit in Career and Technical Education or Technology Applications	0.5 credit in Health 1 credit in Career and Technical Education or Technology Applications
Academic Elective [^]	1	None	None
Additional Electives***	5	4	3
Total	22 credits	26 credits	26 credits

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

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

**A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

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

The Foundation Graduation Program

Course Area	Number of Credits Foundation Graduation Program	Number of Credits Foundation Graduation Program with an Endorsement
English / Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English	2	2
Fine Arts	1	1
Locally Required Courses	0.5 credit in Health 1 credit in Career and Technical Education or Technology Applications	0.5 credit in Health 1 credit in Career and Technical Education or Technology Applications
Electives	3.5	5.5
Miscellaneous	None	Graduate with at least one of the following Endorsements**** Arts and Humanities Business and Industry Multidisciplinary Studies Public Services STEM
TOTAL	22 credits	26 credits

*In order to obtain the Distinguished Level of Achievement under the Foundation Graduation Program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas public four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

**A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined college-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

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

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

Personal Graduation Plans for Students under the Foundation Graduation Program

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

Please also review TEA's Graduation Toolkit, available at <http://tea.texas.gov/communications/brochures.aspx>. A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See [policy FMH\(LEGAL\)](#).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See **Standardized Testing** on page 69 for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the Foundation Graduation Program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the Foundation Graduation Program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

A student failing to meet state and local graduation requirements, including passing scores on any sections of the state assessment, shall not be allowed to participate in graduation ceremonies until such time that the student completes all requirements. Only those students completing all requirements for graduation shall be eligible to receive a diploma. No other document, such as certificates of attendances or completion, shall be issued in lieu of a district diploma.

Mid-term graduates and homebound graduates shall be allowed to go through graduation exercises. These students shall be responsible for ordering their caps and gowns at the same time other seniors place orders.

The district does not permit a student who is placed in a Discipline Alternative Education Program (DAEP) to participate in any school-sponsored or school-related activities. A senior who is eligible to graduate but whose DAEP placement continues through the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 43.]

Graduation Speakers

Certain graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who volunteer 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 will 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 class president may also have speaking roles at the graduation ceremony.

[See FNA(LOCAL) and the Student Code of Conduct. For students speakers at other school events, see **Student Speakers** on page 71.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the Foundation Graduation Program, may be eligible under the 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. Contact the school counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 34.]

HAZING (All Grade Levels)

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

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

[Also see **Bullying** on page 22 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Mr. Mark Stahl, the district's designated Asbestos Coordinator, at (830) 357-2990.

Bacterial Meningitis (All Grade Levels)

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

- What is meningitis?
Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and people fully recover. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
- What are the symptoms?
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- How serious is bacterial meningitis?
If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- How is bacterial meningitis spread?
Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions, such as by kissing. The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- How can bacterial meningitis be prevented?
Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It is a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.
- What should you do if you think you or a friend might have bacterial meningitis?
You should seek prompt medical attention.
- Where can you get more information?
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the [Centers for Disease Control and Prevention](#) and the [Department of State Health Services](#).

* Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grades 7 through 12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that, entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[Also refer to **Immunizations**, on page 55, for more information.]

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district’s food allergy management plan can be accessed at the [Boerne ISD website](#): Programs, School Health Advisory Council (SHAC). [Also see [policy FFAF](#) and **Celebrations** on page 24.]

Head Lice (All Grade Levels)

Although head lice is not an illness or disease, it is a common condition among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. As a result, the district will exclude any student found to have live lice. If detected at school, the nurse will contact the student’s parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used and to discuss additional recommendations, including subsequent treatments and how to prevent a recurrence. Mass screenings for lice are no longer recommended; however, if a nurse notices a number of students from the same class with live lice, she may, as time permits, screen the entire classroom. Every effort will be made to ensure the privacy of the child. More information on head lice can be obtained from the [TDSHS](#).

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Mr. Bryan McCord, the district's IPM coordinator, at (830) 357-2990.

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week through the school year as a part of the district's physical education curriculum or through structured activity during a school's daily recess. For any particular grade level below grade six that uses block scheduling, a student will participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks. For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please see the principal.

Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in grades 6 and 7 will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week A/B block rotation for at least four semesters. Additionally, students in grade 8 are required to take at least one semester of Athletic PE, PE, or Off-Campus PE.

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

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

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

During the preceding school year, the district's School Health Advisory Council held four meetings. Additional information regarding the district's SHAC is available from the Mrs. Sandra Radtke, Assistant Superintendent for Curriculum and Instruction at (830) 357-2050.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 8 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Boerne ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(REGULATION) and corresponding plans and procedures to implement the policy. You are encouraged to contact Mrs. Sandra Radtke, Assistant Superintendent for Curriculum and Instruction with questions about the content or implementation of the district's wellness policy and plan.

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

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

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

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal food service policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the Mrs. Cheryl Rayburg, Director of Food Services at (830) 357-2064. [See policies at CO and FFA.]

HOMELESS STUDENTS (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district's homeless education liaison, Ms. Cindy Bills, at (830) 357-2049.

[See also **Students Who Are Homeless** on page 13.]

HOMEWORK (All Grade Levels)

Students should plan to do homework on a regular basis. Homework assignments are expected on the due date, and consequences will be issued for missing assignments. Teachers will provide detailed information on homework policies. Additional information is available on the district's website: Departments, Curriculum and Instruction, Grading Standards.

IMMUNIZATIONS (All Grade Levels)

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

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

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement. [For further information, see [policy FFAB\(LEGAL\)](#) and the [TDSHS website](#).]

Students desiring to participate in the UIL athletic competition shall annually submit a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program.

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies. The student's health record shall include a statement of the referral and any follow-up contact that may be required.

When a physician has treated an athlete for an injury, illness, or other condition requiring medical attention, the student shall present a physician's written release before resuming participation in the activity.

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

LEAVING CAMPUS (All Grade Levels)

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

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

- **Unless the principal has granted approval because of extenuating circumstances, a student will only be released to a parent or other authorized adult.**
- 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.
- Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.
- **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.

Elementary and Middle School: A parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow parents to go to the classroom or other areas unescorted to pick up students. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

High School: The same process will be followed. A student, including an 18-year-old who is voluntarily attending high school, may sign himself or herself out from campus only if the Attendance Office receives written or verbal permission from a parent.

During Lunch: **Except for high school seniors, students remain on campus during lunch and are not released unless a parent is present; phone calls are not accepted.** Parents or other authorized adults are permitted to visit during lunch following the campus check-in procedures at the main office. District schools are considered “closed campuses” and, as such, students from other schools will not be allowed to visit during lunch.

LOST AND FOUND (All Grade Levels)

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

DAEP Makeup Work (Grades 9-12)

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

In-school Suspension (ISS) Makeup Work (All Grade Levels)

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

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements. In general, a student will have one day for each day absent to complete make-up assignment, unless other arrangements are made with each teacher or if the principal determines that extenuating circumstances exist.

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to state laws surrounding “attendance for credit or final grade.” [See also **Attendance for Credit or Final Grade** on page 17.]

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

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

If a student is absent for two or more consecutive days, a parent can obtain homework by contacting the student's teachers by email or phone, both of which are available via the district's web page, or by contacting the school office. Homework will be available for pick up in the office at the end of the school day.

MEDICINE AT SCHOOL (All Grade Levels)

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

The district will not purchase medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, with the following exceptions:

Only authorized employees, in accordance with policy at FFAC, may administer:

- Prescription medication in accordance with legal requirements when accompanied by a written request signed by both the parent and a physician or other health-care professional with the authority to write prescriptions. [See policy FFAC(LEGAL)]
- 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 that is FDA-approved and sold commercially, once per calendar month for a total of three school days or less, upon a parent's written request, when properly labeled and in the original container.
- Nonprescription and prescription medication provided on an emergency basis by the district and consistent with:
 - Protocols established by the district's medical advisor who must be licensed to practice medicine in the state of Texas; and
 - Parental consent given on the emergency treatment card.
- Nonprescription and prescription medication provided by the district to be administered by athletic department trainers for athletic injuries and consistent with:
 - A standing order provided by the district's team physician who must be licensed to practice medicine in the state of Texas; and
 - Parental consent given on the appropriate treatment form.
- Herbal or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities.

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

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

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

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

A 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/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 Diabetes Management and Treatment Plan (DMTP), **completed by physician and parent**, a student with diabetes will be permitted to possess and use monitoring and treatment supplies while at school or at a school-related activity. See the school nurse or principal for information. [See [policy FFAF\(LEGAL\).](#)]

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see [policy FFAC.](#)]

NONDISCRIMINATION STATEMENT (All Grade Levels)

It is the policy of Boerne ISD not to discriminate on the basis of race, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs 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.

Boerne ISD offers career and technical education programs in eleven cluster areas at the high school campuses. Admission to these programs is based on student interest and available staffing patterns.

It is the policy of Boerne ISD not to discriminate on the basis of race, color, national origin, gender, sex, disability, age, or any other basis in its employment practices as required by Title IV of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Boerne ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

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

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Mrs. DeNette Krawczynski, 123 W. Johns Road, Boerne, Texas 78006; (830) 357-2095.
- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Mr. Cory Bell, Alternative Schools Administrator, 123 W. Johns Road, Boerne, Texas; (830) 357-2925.
- All other concerns regarding discrimination: Contact Mrs. Marcia Leach, Assistant to the Superintendent at (830) 357-2012.

[See [policies FB\(LOCAL\)](#) and [FFH\(LOCAL\)](#).]

NONTRADITIONAL ACADEMIC PROGRAMS (High School Only)

The Boerne Academy is a Boerne ISD program choice that currently serves up to ten high school students, five each from Boerne High School and Boerne-Champion High School, who wish to pursue a Boerne ISD high school diploma in a non-traditional instructional setting. The program is designed to serve students who have earned at least 13.5 credits, passed the majority of STAAR End-of-Course (EOC) assessments, and be classified as either a junior or senior. Additionally, students should be self-motivated, self-disciplined and have a desire to complete their high school graduation requirements. While attending the Boerne Academy, students work toward the completion of credits for their particular graduation program and, if applicable, any remaining STAAR EOC assessments. For more information and an application, contact the school counselor. [See **Requirements for a Diploma** on page 46.]

PARENTAL INVOLVEMENT (All Grade Levels)

Working Together

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

- Attending board meetings to learn more about district operations. The Boerne ISD Board of Trustees meets on the third Monday at 6:30 p.m. at the Central Office, located at 123 W. Johns Road. [See [policies at BE and BED](#) for more information.]
- 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 64.]
- Becoming a school volunteer or mentor. [For further information, see [policy at GKG](#) and **Volunteers** on page 74.]
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- 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.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 32.]

- Participating in campus parent organizations. The 2016-2017 PTO Presidents are as follows:
 - Boerne High School, Barb Bow
 - Boerne-Samuel V. Champion High School, Lori Kirl
 - Boerne Middle School North, Mr. Rene' Ramirez
 - Boerne Middle School South, Trish Doucette
 - Cibolo Creek Elementary School, Stephanie Fox
 - Curington Elementary School, Michelle Murphy
 - Fabra Elementary School, Lindy Walker
 - Fair Oaks Ranch Elementary School, Allison Sedlak
 - Kendall Elementary School, Jennifer Nelson
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- 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 the campus principal.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See [policies at BDF, EHAA, FFA](#), and information in this handbook at **School Health Advisory Council** on page 54.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

UIL Participation (Grades 7-12)

Each athlete, cheerleader, and dance team member shall comply with UIL rules and regulations regarding physical examinations by annually submitting a statement from a health-care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program.

A student participating in extracurricular activities who has received medical treatment for an injury, illness, or other condition requiring medical attention may be required to present a written release from the health-care provider before resuming participation in the activity.

Other Exams and Screenings (All Grade Levels)

The District participates in the Type 2 diabetes risk assessment data collection in conjunction with Region XX Education Service Center and may provide additional screening as District and community resources permit. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

[Also see [policy FFAA](#).]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

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 **Reciting the Pledges to the U.S. and Texas Flags** on page 8.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See [policy EC](#) for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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

Elementary and Middle School Grade Levels

In grade 1, students must attain a minimum reading and comprehension level equivalent to the completion of first grade as measured by the district designated reading test. In addition, students must successfully meet reading, mathematics, and writing standards included on the [BISD 1st Grade Report Card](#): Departments, Curriculum and Instruction, Grading Standards, Elementary Grading Standards.

In grades 2-8, promotion to the next grade level shall be 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 three of the following areas: language arts, mathematics, science, and social studies.

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 assessment 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 on the grade 8 assessment in English.

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

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. [See **Standardized Testing** on page 69.]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See [policy EIE](#).]

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

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

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

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans for Students under the Foundation Graduation Program** on page 49.]

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Classification** on page 44 and [policy EIE\(Local\)](#).]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 45 and **Standardized Testing** on page 69 for more information about EOC assessments.]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks.

At the end of the third and sixth week of each nine-week grading period, parents of secondary students will receive a progress report for all courses, regardless of performance. A lesser number of progress reports are issued for elementary students in accordance with information provided to parents at the beginning of each school year. 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 61 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See [policy EIA\(LOCAL\)](#) and **Grading Guidelines** on page 44.]

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 and returned to the school with five days.

SAFETY (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Know emergency evacuation routes and signals.
- 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.

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

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

If the campus must close or restrict access to the building because of an emergency, the district will alert the community through district web notices, email and Twitter messages, and local area radio and television stations. The radio stations that are notified include: WOAI, KTSA, KFAN-Fredericksburg, and KRHN-Kerrville. Major San Antonio television stations include: KSAT-12, KENS-5, and KMOL-4. The latest inclement weather information is also posted on the [Boerne ISD](#) website by 7 a.m.

The decision to delay the start or close school is determined by the ability for buses to navigate roads and safely distribute students throughout the district. During a delayed start, the school day begins two hours later than normal, with buses also running two hours later than usual.

School days missed must be made up on the bad weather days designated on the school calendar. If school is closed for the day, campuses will maintain the established A/B schedule. For example, if the missed school day is an “A” day, the next school day remains a “B” day.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

SCHOOL FACILITIES

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student’s participation is confidential; however, disclosure of a student’s eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district’s child nutrition programs. A student’s name, eligibility status, and other information may be disclosed to certain agencies as authorized under NSLA to facilitate the enrollment of eligible children in Medicaid or the state children’s health insurance program (CHIP) unless the student’s parent notified the district that a student’s information should not be disclosed. A parent’s decision will not affect the child’s eligibility for free and reduced price meals or free milk. Contact Mrs. Cheryl Rayburg at (830) 357-2064 to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child’s meal account balance. When a student’s meal balance is depleted, he or she will be allowed to purchase up to three meals before an alternate meal is provided. The food service department will notify the parent to work out an agreement with the student’s parent on replenishment of the student’s meal account and the payment of any outstanding balance.

[For more information, see [policies CO\(LEGAL\) and FFA\(LOCAL\)](#).]

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use before school with permission from the librarian or teacher.

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

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of [policy FNAB\(LOCAL\)](#). A list of these groups is available in the principal’s office.

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

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

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

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

Use of Hallways During Class Time (All Grade Levels)

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.

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.

Drug Testing (Secondary Grade Levels Only)

The purpose of the random drug testing program is to deter student use of illegal and performance-enhancing drugs or alcohol. The district requires drug and alcohol testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or to drive or park a vehicle on a school campus. **In addition, the district requires participation of ALL students in grades 9-12, except for those students whose parents specifically decline, in writing, participation for their child.**

School-sponsored extracurricular activities for which testing is required include all UIL activities and other activities approved by the District as extracurricular. The campus administration shall maintain a list of extracurricular activities specific to each campus.

Any student wishing to drive a vehicle on campus or to secure a school parking permit shall be required to participate in the random drug- and alcohol-testing program.

The parents or guardians of a student in grades 9-12 who does not participate in any extracurricular activity or is not a driver on the school campus may request in writing that the student be excluded from participation in the random drug testing program. Such requests may be withdrawn at any time.

[For further information, see policy (FNF Local).]

Students' Desks and Lockers (All Grade Levels)

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.

Desks, lockers, and similar items are the property of the district and are provided for student use as a matter of convenience. Lockers and desks are subject to blanket searches or inspections by District administrators. Searches or inspections may be conducted at any time and without notice, 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.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See [policy FNF\(LEGAL\)](#) and **Electronic Devices and Technology Resources** on page 39 for more information.]

Trained Dogs (All Grade Levels)

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers 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.

Vehicles on Campus (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Middle school students are not allowed to drive to and from school or have vehicles on or near campus. A high school student is permitted to drive a vehicle to school provided the student completes the required forms and displays the appropriate parking permit(s).

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 34.]

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The school counselor can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. Additional information is available by contacting the following Curriculum and Instruction Coordinators:

- Mrs. Sandra Radtke, Assistant Superintendent for Curriculum & Instruction, (830) 357-2050
- Ms. Cindy Bills, Advanced Academics/Federal Programs Coordinator, (830) 357-2049
- Mrs. Bibiana Bermudez, ELL/LOTE Coordinator (English Language Learner & Languages Other Than English), (830) 357-2040
- Dr. Frances Gonzalez-Garcia, K-5 ELAR and Dyslexia Coordinator, (830) 357-2041
- Mrs. DeNette Krawczynski, Director of Special Education & 504, (830) 357-2095
- Mrs. Annie Seiter, Assistant Director of Special Education & 504, (830) 357-2091

STANDARDIZED TESTING

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. 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. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her transcript under the Foundation Graduation Program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institute of higher education.

Texas Success Initiative (TSI) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** on page 63 for additional information.]

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

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

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

- Algebra I
- English I and English II
- Biology
- United States History

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

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

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for English language learners who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

[Also see **Graduation** on page 45 for additional information.]

STEROIDS (Secondary Grade Levels Only)

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 IN FOSTER CARE (All Grade Levels)

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

Please contact the school counselor or Mr. Craig Radtke, Director of Legal Affairs at (830) 357-2081, who has been designated as the district's foster care liaison with any questions. [See also **Students in the Conservatorship of the State (Foster Care)** on page 13 for more information.]

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce the school events designated by the campus administration at the beginning of each school semester. Students are eligible to introduce these events if they are in the highest two grade levels of the school at which the student is publically speaking. In accordance with law and local policy, only students who hold positions of honor are eligible to use the limited public forum for this purpose.

A student who is eligible will be notified of his or her eligibility and a student who wishes to participate as an introducing speaker should submit his or her name to the principal during the first month of each semester. The names of the volunteering student speakers will be randomly drawn until all names have been selected, and the names will be 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 [policy FNA\(LOCAL\)](#) regarding other speaking opportunities and **Graduation** on page 45 for information related to student speakers at graduation ceremonies.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its [website](#). For more information, contact your student's counselor or Dr. Holly Robles, LPC-S, LCDC, Boerne ISD District Student Assistance Counselor and Lead, Safe and Drug Free Schools.

SUICIDE AWARENESS (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following websites or contact the school counselor for more information related to suicide prevention and to find mental health services available in our area: [Texas Suicide Prevention](#) and [Texas Department of State Health Services](#). For more information, contact your student's counselor or Dr. Holly Robles, LPC-S, LCDC, Boerne ISD District Student Assistance Counselor and Lead, Safe and Drug Free Schools.

SUMMER SCHOOL (All Grade Levels)

A limited number of programs are scheduled by the district each summer and most often include bilingual PreK-K, 1st-5th Limited English Proficient, STAAR / STAAR EOC accelerated instruction, and middle school Technology Applications I and II. For more information, contact the school counselor in late April or early May. A student with a disability may be eligible for Extended School Year (ESY) services as determined by his or her ARD committee.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day. In the event the student or parent locates the item that was paid for and the item is returned in acceptable condition, the student or parent will be issued a refund up to June 30, the final date of the district's fiscal year.

Secondary textbooks have been bar-coded for identification purposes. If a bar-code is removed or destroyed in any manner, the student may be required to pay the full price for the book.

TRANSFERS (All Grade Levels)

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

[See **Safety Transfers/Assignments** on page 13, **Students Who Have Learning Difficulties or Who Need Special Education Services** on page 14 and **Bullying**, on page 22 for other transfer options.]

TRANSPORTATION (All Grade Levels)

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his/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 Mrs. Terri Davis at the BISD Transportation Department at (830) 357-2970.

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

- Be seated while the vehicle is moving.
- Enter and leave the vehicle in an orderly manner at the designated stop nearest home.
- Fasten their seat belts, if available.
- Follow the driver's directions at all times.
- Follow any other rules established by the operator of the vehicle.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.

- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Observe all usual classroom rules.
- Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

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

School-Sponsored Trips

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

VANDALISM (All Grade Levels)

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 (All Grade Levels)

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

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. At the time of publication this matter is being reviewed by the Texas Attorney General. For current information on the subject, please contact your campus principal.

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors are required to check in through the campus office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification, such as a valid driver’s license or government ID, to obtain a visitor’s badge.

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

Parental 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. Parental requests to visit non-instructional areas, such as playgrounds, may be denied due to campus/district safety procedures.

The principal reserves the right to refuse entry or request unauthorized persons to leave the school.

Visitors Participating in Special Programs for Students

On High School Career Day, which is typically scheduled in the early fall, the high school counseling departments invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS (All Grade Levels)

The district appreciates the efforts of parent, grandparent, and community volunteers that are willing to serve our students. If you are interested in volunteering, please contact the campus office or school counselor for more information and to complete the required forms. If you are interested in volunteering as a mentor, please contact Mrs. Elizabeth Nolen at (830) 357-2055.

VOTER RESIGTRAION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL (All Grade Levels)

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:

- the teachers/registrar for current grade averages;
- the teachers/assistant principal for book clearance;
- the librarian to ensure a clear library record;
- the clinic/registrar for health records;
- the school counselor/registrar 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 voluntarily attends school after his/her 18th birthday shall be required to attend school until the end of the school year. [See [policy FEA LOCAL](#)]

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 and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

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

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

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

EOC Assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

ESSA is the Every Student Succeeds Act passed by the federal government in December 2015.

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

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

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 districtwide tests; whether successful completion of state-mandated assessments is required for graduation, 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.

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014-15 school year, and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

STAAR-A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

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

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated Assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

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

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

STUDENT AGREEMENT FOR ACCEPTABLE USE OF THE ELECTRONIC COMMUNICATIONS SYSTEM

Students are given access to the district's electronic communications system. Through this system, students are able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. Students will have access to hundreds of databases, libraries, and computer services all over the world.

With this educational opportunity comes responsibility. It is important that students and parents read the district policy, administrative regulations, and agreement form and ask questions if clarification is needed. Inappropriate system use will result in the loss of the privilege to use this educational tool.

Please note that the Internet is a network of many types of communication and information networks. It is possible that students may run across areas of adult content and some material the student or parent finds objectionable. While the district will take reasonable steps to restrict access to such material, it is not possible to absolutely prevent such access. It is the student's responsibility to adhere to the rules, guidelines, and standards for appropriate use.

Rules for Appropriate Use

- When using district or privately-owned devices, a student must connect to the internet through the Boerne ISD network using his or her student account.
- The account is to be used only for identified educational purposes.
- A student is held responsible at all times for the proper use of the account and the District may suspend or terminate the student's access for rule violations.

Inappropriate Uses

- Attempting to avoid or circumvent security or filtering or other systems in the district network systems, such as Internet proxies.
- Committing plagiarism or copyright and fair use infringement.
- Damage to computers, computer systems or other computer networks including attempting to access systems to which the student has no authorization (i.e. hacking and other unlawful activities).
- Downloading or installing software on the computer or otherwise modifying the computer or configuration.
- Posting information or accessing material that is abusive, obscene, sexually oriented, or damaging to another's reputation, including off-school property if the conduct causes disruption to the educational environment.
- Posting personal information about one's self or others, such as surnames, addresses and phone numbers.
- Purposefully opening, viewing, using or deleting files belonging to another system user without permission.
- Sharing your account information with others or borrowing someone's account or password.
- Using the Internet or other electronic communication to threaten, bully or harass district students, employees, or volunteers, including off-school cyber bullying, if the conduct causes disruption to the educational environment.
- Using devices to capture, record or transmit audio, images or video of any student, staff member or other person in the school or attending a school-related activity, without express prior notice and explicit consent from the individual for the capture, recording or transmission of such audio, images, or video.
- Using devices to capture, transmit and/or receive test information or any other information in a manner constituting fraud, theft, or academic dishonesty.
- Using the system for illegal purposes.
- Using the systems or network for commercial use.

Consequences for Inappropriate Use

- Suspension of computer/technology devices and/or access to the system.
- Termination of the computer system account; or
- Other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

BRING YOUR OWN DEVICE (BYOD) RESPONSIBLE USE POLICY

Boerne Independent School District creates and activates strongly believes in the educational value of technology and recognizes its potential to support the curriculum and student learning by facilitating resource sharing, innovation, and communication. In some cases, students may be encouraged to bring their own technology devices, as set forth in the student handbook, to use during specified times during the day. During instructional time, these devices are solely allowed when authorized by the classroom instructor for educational purposes directly related to classroom curriculum.

Student devices must connect to the Boerne ISD network for Internet access, which is filtered under the BISD technology protection measures, even when alternative sources are available. By deploying a filtering system, BISD will make every effort to protect students and staff against Internet access to visual displays/depictions/materials that are obscene, constitutes child pornography, or harmful to minors. BISD also monitors online activity on the school's network in an effort to restrict access to inappropriate/objectionable material. This places BISD in compliance with CIPA (Children's Internet Protection Act) and Protecting Children in the 21st Century Act.

Students using personal devices in school, on school property, and at school functions are required to follow the Student Code of Conduct, and violations of this code are subject to disciplinary action. Under no circumstances may personal devices contain/store or be used to share or view pornography or any other material that is obscene, objectionable, inappropriate and/or harmful to minors or in violation of state or federal laws.

You and your child's signatures will indicate acknowledgment and understanding of the following standards. As a user of this service, your child will be expected to abide by the following rules of responsible use.

Personal Safety

- a. I will not post personal contact information about myself or other people without the permission of my parents and teacher. Personal contact information includes but is not limited to my photo, address or telephone number.
- b. I will not meet with someone I have met online without my parent's approval.
- c. I will promptly disclose to my teacher or other school employee any message, material or content I receive that is inappropriate.

Security

- a. I am responsible for my individual account and should take all reasonable precautions to prevent others from being able to use my account.
- b. I will immediately notify a teacher or the campus administrator if I have identified a possible security problem with the network or peripheral computers. I will not go looking for these security problems because this may be construed as an illegal attempt to gain access.
- c. I will take all precautions to avoid the spread of computer viruses.
- d. I am responsible for my own personal device against damage or theft. I understand that the district holds no responsibility for the safety or security of my personal device.

Respect for Privacy

- a. I will not repost a message that was sent to me privately without permission of the person who sent me the message.
- b. I will not post private information about another person.
- c. I will not capture, record or transmit audio, images or video of any student, staff member, or person in the school, on a district bus or while attending a school-related activity without the express prior notice and explicit consent for the capture, recording or transmission of such audio, images or video from the individual.
- d. I will not possess, activate or utilize an electronic device at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms or areas where changing clothes might take place.

Respecting Resource Limits

- a. I will use the technology at my school only for educational and career development activities.
- b. I will not download or use games, pictures, video, music, instant messaging, e-mail, social media, file sharing applications, programs, executables, or anything else to the district's technology devices unless I have direct authorization from a teacher.
- c. I understand that BISD personnel may monitor and access any equipment connected to BISD network resources and my computer activity.

Illegal Activities

- a. I will not attempt to gain unauthorized access to Boerne ISD's district network resources or to any other computer system to go beyond my authorized access.
 - This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- b. I will gain access to the Internet only through the BISD network while using my own device.
- c. I will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- d. I will not use Boerne ISD's district network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of a person.
- e. I will not read, move, rename, edit, delete, or in any way alter the files that have been created or organized by others.
- f. I will not install software on any BISD computers or on the BISD network without direct supervision of BISD staff.
- g. I will not alter hardware or software setups on any BISD computer resources.

Academic Dishonesty

- a. I will not plagiarize works that I find on the Internet or on the computers at my school. Plagiarism is taking the ideas or writings of others and presenting them as if they were my own.
- b. I will not use my personal device or a device belonging to the district to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty.
- c. I will respect the rights of copyright owners. Copyright infringement occurs when I inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, I will follow the expressed requirements. If I am unsure whether or not I can use a work, I will request permission from the copyright owner. If I am confused by copyright law, I will ask a teacher to answer my questions.

Inappropriate Language/Behavior

Restrictions against inappropriate language apply to public messages, private messages, and material created for assignments or to be posted on web pages.

- a. I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- b. I will not engage in personal attacks, including prejudicial or discriminatory attacks.
- c. I will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. (Cyberbullying)
- d. I will not knowingly or recklessly post false or defamatory information about a person or organization including teachers or administrators.

Inappropriate Access to Material

- a. I will not use district network resources to access or store material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination toward other people.
- b. If I mistakenly access inappropriate information, I will immediately tell my teacher or an administrator and will not attempt to access the inappropriate information again.
- c. My parents will instruct me if there is additional material that they think it would be inappropriate for me to access. The District fully expects that I will follow my parent's instructions in this matter.
- d. I understand that Internet access is provided for support of classroom assignments, and I will not attempt to surf anonymously or modify the computer in any way to allow me access to websites or applications I am not authorized to use.

Monitored Use

No expectation of confidentiality or privacy will exist in the use of devices for academic classroom purposes on school premises/property or school events. Boerne ISD has the authority to access a student's personal device to verify compliance with the school's Code of Conduct and this policy. If a suspected violation occurs, it will be handled by a campus administrator.

Violations

Non-compliance with the Student RUP and/or District Policy may result in suspension of access, termination of privileges, and/or other disciplinary action consistent with Board Policies and State or Federal law. Additional disciplinary action may be determined at the building level in accordance with the Student Code of Conduct. Violations of law may result in referral to law enforcement as well as disciplinary action by the District. Persons whose violations of the Student RUP result in system disruption or damage may be responsible for reimbursement of costs incurred in system restoration.

GOOGLE APPS FOR EDUCATION

Boerne ISD creates and activates accounts for all students to allow for collaborative sharing using Google Apps for Education (GAFE). These accounts will be used for **educational purposes**; however, a student's account will be inactivated when the parent/guardian provides a written request to the principal for the student to "opt out" of GAFE. As we continue to create a 21st Century Teaching and Learning Environment in our schools, student email is a valuable resource. Since the district is using several tools to promote collaboration among students and staff, student email allows for these resources to be used more efficiently and effectively. All of these tools are housed on the Internet and can be accessed from any Internet-connected computer with a web-browser. No special software is required.

Google Apps for Education is a set of online tools for communication, collaboration, time-management, and document storage. Provided by Google to the district at no cost, these tools include:

- Gmail: a full functioning e-mail program
- Calendar: a customizable calendar and to-do list
- Contacts: an address book
- GoogleDocs: a word-processing, spreadsheet, presentation, form and drawing program that allows multi-user access and editing
- GoogleSites: a website application allowing the gathering of a variety of information in one place - including videos, calendars, presentations, attachments, and text - and easily shared for viewing or editing with a small group, an entire organization, or the world
- Google Classroom: allows teachers to create, assign, and collect student classwork paperlessly
- Google continues to add new tools and the district will evaluate each for its educational potential

Our primary reasons for supplying these tools to students are;

- To give our students practice and guidance in using current technology applications and tools for productivity
- To increase communication between students and teachers
- To facilitate "paperless" transfer of work between students and teachers
- To give students the ability to work on common, no-cost tools on their own documents both at school and outside of school
- To help students work collaboratively, engage in peer-editing of documents, and publish for a wider audience
- To provide unlimited long-term storage space for student work

Official Email Address: Students will be assigned a boerneisd.net student email account. This account will be considered the student's official Boerne ISD email address until such time as the student is no longer enrolled in Boerne ISD. The naming convention will be first name, first initial of middle name, and first initial of last name followed by a number, ending with @boerneisd.net. For example: Mary Lynn Smith could be maryls41@boerneisd.net.

Conduct: Students are responsible for good behavior just as they are in a traditional school building. It is illegal to use obscene, profane, threatening, or disrespectful language. Communication with others should always be course-related. Students should notify the teacher of anything inappropriate or that makes them uncomfortable. Bullying will not be tolerated, and the privacy of others should be respected at all times. The rules governing proper electronic communications by students are included in the **Student Agreement for Acceptable Use of the Electronic Communications System**, which is found on page 78.

Access Restriction: Access to and use of Google Apps for Education is considered a privilege accorded at the discretion of Boerne ISD. The District maintains the right to immediately withdraw the access and use of the account when there is reason to believe that violations of law or School Board policies have occurred. In such cases, the alleged violation will be referred to the Principal for further investigation and application of necessary consequences as indicated in the Student Code of Conduct.

Security: Boerne ISD cannot and does not guarantee the security of electronic files located on Google systems. Although Google does have a powerful content filter in place, the District cannot assure that users will not be exposed to non-educational material.

Privacy: Boerne ISD reserves the right to access, monitor and review content in the Google Apps for Education system at any time. The District complies with all state and federal privacy laws.

Curriculum: Students who do not have permission for a Google Apps for Education account will continue to use the Boerne ISD internal network. This will allow your student to have access to the Internet, Office products, file storage and other applications. However, they will not be able to collaborate with teachers and classmates on projects or communicate with others inside and/or outside of the district for educational purposes. Alternate assignments will be available for your student and his/her grade will not be adversely affected by not having access to Google Apps for Education.

Partnership: As with any educational endeavor, we feel that a strong partnership with families is essential to a successful experience. Therefore, we are asking your permission to provide a Google Apps for Education account to your child.

EDMODO CLASSROOM MANAGEMENT SYSTEM

Edmodo is a free and secure social learning and classroom management network for teachers, students and schools. Edmodo provides a safe and easy way for teachers and students to connect, share content and access homework, grades and school notices.

Edmodo student accounts are organized and monitored by the classroom teacher. In addition, once a student has established an account, the account remains with the student throughout the time that the student is enrolled in Boerne ISD.

Edmodo is accessible online and through any mobile device with Internet capabilities – including free apps for iPhone, iPad, iPod touch and Android devices. A student can access his or her account from any mobile device or computer and set up notifications within Edmodo to receive alerts/reminders via text or e-mail.

Students are responsible for good behavior just as they are in the traditional school building. It is illegal to use obscene, profane, threatening or disrespectful language. Communication with others should always be course-related. The rules governing proper electronic communications by students are included in the Acceptable Use in the Electronic Communications System Policy.

Notice Regarding Student Directory Information and Parent's Response Regarding Release of Student Information

The Boerne ISD has designated the following information as student directory information:

Student name; address; telephone listing; e-mail address; photograph; date and place of birth; major field of study; degrees, honors, awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

1. According to state and federal law, the information identified above may be released in response to a public information request made by a third party who is not associated with the school district without the permission of the student/parent/guardian unless the release of such information is restricted by you.
2. This is the form by which you may choose to restrict student directory information from being released in response to a public information request made by a third party not associated with the school district.
3. Federal law allows the release of your directory information in the form of name, address, and telephone number to a military recruiter or institute of higher education (college or university) unless you choose to restrict such information.
4. Can I choose which information I want to restrict and which information I want to release?
No, the Boerne ISD does not have the staffing and technology resources to manage the massive demands that would result from any combination of choices multiplied by the number of students doing so. For example, restricting the student's directory information will keep the Boerne ISD from furnishing the information to a military recruiter or college or university.
5. A parent's choice to restrict his/her child's student directory information from being released in response to a public information request will not necessarily keep the child from being honored or recognized within the school or campus setting unless you specifically tell the campus otherwise.
 - For example, your student's name could appear on the honor roll that is posted in the hallway of an elementary campus or your student's name and picture could appear in a yearbook, athletic program, music or drama program, and school news release even though the parent has restricted his/her child's student directory information from being released in response to a public information request made by a third party who is not associated with the school district.
 - However, a parent must promptly notify the principal if there are certain legal or security issues that the campus needs to be aware of, such as your student being the subject of a court custody proceeding, a victim of criminal violence, or part of a witness protection program. For additional information, please see the Boerne ISD Procedures and Information Regarding the Release of Student and Other Information.

PARENTAL NOTICE OF NO LIABILITY FOR MEDICAL EXPENSES OR INJURIES

There are times when students are injured or their property is damaged or stolen. These are unfortunate occurrences and everyone at the Boerne ISD does their best to prevent them. The purpose of this brief letter is to let you know some information about school law.

Every school district in Texas is immune from liability for injuries to persons and damages to property. **This is a state immunity law, not a local school policy.** There are two general exceptions to that law. The first exception is where the injury or property damage occurs as the result of the negligent operation of a District motor vehicle. The second exception is where a student is injured because of the use of excessive disciplinary force. Simply stated, the Boerne ISD will not be responsible for injuries to your student or damage to his/her or your property unless a legal exception applies. To help you understand, here are several examples for which the Boerne ISD would not be responsible for any injury or property damage:

1. Your student falls off playground equipment and is hurt.
2. Your student is hurt or harmed by another student.
3. Your student is hurt during a school physical education or athletic activity.
4. Your student is hurt while attending a vocational class or while participating in a class related function or assignment.
5. Your student's car or your car is damaged while on school property (unless the damage was caused through the negligent operation of a school district vehicle).
6. Your student is off campus but is hurt while participating in a school or athletic activity at another location (such as while at another school district).
7. Your student's personal property is damaged or stolen.
8. Your student is injured while on a school sponsored trip (in state, out of state, or foreign travel).

If your student is injured while participating in athletics or in any other activity in the District including just simply attending classes, you must rely on your own personal medical insurance. **THE BOERNE ISD DOES NOT FURNISH MEDICAL OR ACCIDENT INSURANCE FOR ANY STUDENT NOR WILL THE BOERNE ISD BE RESPONSIBLE FOR YOUR STUDENT'S MEDICAL EXPENSES IF THEY ARE INJURED.**

If your student is involved in athletics or if your student is participating in a school sponsored trip (in state, out of state, or foreign travel), you may wish to consider independent student medical insurance. You may find such offerings on the internet. The Boerne ISD does not pay for such insurance. You may also wish to seek advice from a local insurance agent especially if your student is traveling on a school sponsored trip as referenced above. The Boerne ISD cannot and will not give advice as to any aspect of insuring your student. What insurance you buy, if any, and what insurance company you deal with, if any, is your decision and yours alone.

STUDENT RESIDENCY POLICY AND REQUIREMENTS

The policies of Boerne ISD with respect to school admissions, as adopted by the Board of Trustees, are stated in Board Policies FD (Legal) and FD (Local), copies of which are available on request and online at www.boerneisd.net. This is a general summary of those policies.

In order for a student to attend the Boerne ISD schools, he or she must meet the residency requirements provided by law. Many of these standards are set forth in § 25.001 of the Texas Education Code. Section 25.001(b) provides that the Board of Trustees of a school district or its designee shall admit into the public schools of the district free of tuition a person who is over five and younger than 21 years of age on the first day of September of the school year in which admission is sought if:

1. the person and either parent of the person reside in the school district;
2. the person does not reside in the school district but a parent of the person resides in the school district and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the person;
3. the person and the person's guardian or other person have lawful control of the person under a court order ("legal custodian") reside within the school district;
4. the person has established a separate residence in the District apart from his or her parent or legal custodian in accordance with § 25.001(d), and provides proof acceptable to the District that the student is not present in the District for the primary purpose of participating in extracurricular activities;
5. the person is homeless, as defined by 42 U.S.C. § 11302, regardless of the residence of the person, of either parent of the person, or of the person's guardian or other person having lawful control of the person;
6. the person is a foreign exchange student placed with a host family that resides in the school district by a nationally recognized foreign exchange program, unless the school district has applied for and been granted a waiver by the commissioner under § 25.001(e);
7. the person resides at a residential facility located in the district;
8. the person resides in the school district and is 18 years of age or older or the person's disabilities of minority have been removed; or
9. the person does not reside in the school district but the grandparent of the person resides in the District and provides a substantial amount of after-school care for the person which has been defined by the Board of Trustees as minimum of two hours per day for a minimum of 4 days per school week, Monday through Friday.

In addition to the statutory criteria listed above, the Boerne ISD will allow attendance if there is proof of residency being established in the reasonable future so long as the parent or other person having legal custody of the student pays the appropriate tuition in the interim. What constitutes a reasonable time is at the sole discretion of the BISD administration. The Boerne ISD will also allow students to finish the school year when their residency has changed before the school year ends provided that the appropriate tuition is paid for the remainder of the school year.

Employees who are not residents of the Boerne ISD will be allowed to have their children attend the Boerne ISD in accordance with Board policy. The employee's children will be allowed to finish the school year should the employee's position with the District terminate before the school year ends provided that the appropriate tuition is paid for the remainder of the school year.

In accordance with § 25.001(j), the Board or its designee may in its discretion allow a person showing evidence of legal responsibility for a child other than an order of a court ("responsible adult") to substitute for parent or legal custodian. A child residing in the District but whose parent or legal custodian does not reside in the District shall present documentation acceptable to the District, signed by a parent or legal custodian, assigning responsibility for the child in all school-related matters to a responsible adult who resides in the District such as an Authorization Agreement for Non-Parent Relative under Chapter 34 of the Texas Family Code. Such document shall give authority to the responsible adult to have access to all the child's educational records and to make all medical and educational decisions for the child.

Section 25.001(c) provides that the board of trustees or its designee shall establish *minimum* proof of residency acceptable to the district, and further provides that the board of trustees may make reasonable inquiries to verify a person's eligibility for admission.

Section 37.10(a)(5) of the Texas Penal Code provides that a person commits an offense if he makes, presents, or uses a governmental record with knowledge of its falsity. Such an offense is a Class A misdemeanor unless the person's intent is to defraud or harm another, in which event the offense is a state jail felony. **IN ADDITION TO** the penalty provided by § 37.10 of the Texas Penal Code, § 25.001(h) of the Texas Education Code provides that a person who knowingly falsifies information on a form required for enrollment of a student in a school district is liable to the district if the student is not eligible for enrollment in the district but is enrolled on the basis of the false information. The person is liable, for the period during which the student is enrolled, for the *greater* of (1) the maximum tuition fee the district may charge under § 25.038; or, (2) the amount the district has budgeted for each student as maintenance and operating expenses.

You are hereby notified that the Board of Trustees of the Boerne ISD, pursuant to § 25.001(c) and pursuant to Board Policy FD (Legal), requires as *minimum* proof of residency acceptable to the District a statement under oath by the parent, legal custodian, responsible adult or host parent of a foreign exchange student, and/or other person whose sworn verification is relevant to the student's claim of residency. The purchase or ownership of a home, condominium, townhouse, garden home (or other dwelling structure), lot or parcel in and of itself does not meet the residency requirements unless the person and/or student (as required by § 25.001) physically occupies and lives in the dwelling **with the intent to reside there** and the dwelling is located within the boundaries of the Boerne ISD unless proof of future residency is met as stated above.

In addition to the sworn statement required above, the District may require one or more of the following (for purposes of this list "parent" includes parent, legal custodian, grandparent, responsible adult, and/or host parent of an exchange student, as may be applicable):

- a) Property tax bill;
- b) Deed to the property;
- c) Real property lease agreement signed by the landlord and the parent. The District may also require a statement under oath of the landlord verifying that the parent and/or the student reside at the rental property on a permanent and full-time basis.
- d) A copy of the driver's license of the parent, and a copy of the student's driver's license if applicable.
- e) A copy of the current registration of any vehicle owned by the parent.
- f) A copy of the voter's registration card of the parent.
- g) A copy of dated utility or cable television bills.
- h) A copy of any applicable homeowner's or renter's insurance policy and premium statements or receipts.
- i) Consent of the parent to enter and inspect the dwelling.
- j) Consent of the parent to a current driver's license check for the purposes of confirming current residence address.
- k) A copy (certified, if necessary) of any court order, decree, or other legal document, or in the case of a responsible adult a power of attorney or other acceptable document, establishing the custody and/or residency of the student.
- l) Any other document, information or statement the District may request in order to verify residency.

STUDENT ACTIVITY, EVENT, OR TRAVEL

The Boerne ISD recognizes that school sponsored trips are important components of the students' development and curriculum. Such trips can enrich classroom learning experiences, encourage new interests among students, increase their understanding of the outside world, and increase their awareness of the community and its resources. Careful planning must be done to assure the value and safety of the school trips.

The following procedures will apply to all student trips:

1. Only official school sponsored trips are allowed, permitted and sanctioned by the Boerne ISD. School sponsored trips must be curriculum connected, school activity related, or otherwise approved by the Superintendent or the Board of Trustees in advance of the trip. Trips organized, promoted, or conducted by faculty members, school staff and/or parents who fail to obtain written permission from the appropriate administrator are not trips authorized or sanctioned by the District. The District assumes no liability or responsibility for non-school sponsored trips.
2. In order for a trip to be school sponsored, the teacher, staff member, parent or volunteer MUST obtain written approval for the trip from the appropriate administrator in advance of the trip. Written approval must be obtained from the campus principal whose students are involved in the trip. If students from more than one campus are involved, then all campus principals must give their written approval. All trips outside the continental United States (foreign trips) must be approved by both your principal and the Superintendent or the Board of Trustees. The student's parent, guardian or other person having legal custody of the student must give written permission for the student to travel. Contact the Office of the Director of Personnel and Legal Affairs at (830) 357-2078 for the most current forms.
3. The faculty or staff member who has planned the trip will be responsible for the trip. If the trip was planned or organized by a parent or volunteer (and approved by the Boerne ISD), then the campus administrator will appoint a faculty or staff member to be directly responsible for the trip. That faculty or staff member will accompany the students on the trip.
4. Parents and volunteers will not be allowed on the school-sponsored trips unless they are approved and allowed to do so by an administrator. Parents and volunteers must consent to a criminal history check before being allowed to accompany students on the trip.
5. For overnight trips involving elementary students, there must be one adult in each hotel/motel room. For overnight trips involving middle school and high school students, there must be one adult traveling for every 8 students. All adults must be advised that their supervision is required full-time while on the trip. If there are both male and female students on the trip, then there must be both male and female adults acting as chaperones. This rule will apply regardless of the number of male or female students traveling. For example, a trip that involves 10 male students and 2 female students must have both a male and female chaperone. Overnight trips involving athletics are subject to the rule requiring male and female chaperones but are not otherwise subject to the rule requiring one adult for every 8 students. All chaperones must be age 21 or over. Chaperones do not necessarily have to be employees. However, if they are not, they must go through a criminal history check.
6. Parents and students must be informed of the immunity afforded school employees and of the fact that the District does not provide any health or accident insurance for the students or the trip unless otherwise authorized by the District.
7. First aid kits must be taken on overnight trips and may be provided by the campus nurse.
8. On school sponsored trips, students will be subject to the appropriate student codes of conduct and faculty, staff, parents and volunteers will be subject to all District policies on all school-sponsored trips.
9. Students who have any medical or physical disability or restriction must be identified before the trip. The campus administrator or the faculty or staff member in charge of the trip has the absolute authority to require clearance from a licensed medical physician before allowing the student to participate.

FREEDOM FROM BULLYING POLICY

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

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

BULLYING PROHIBITED

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

DEFINITION

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

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

This conduct is considered bullying if it:

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

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURES

STUDENT REPORT

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

EMPLOYEE REPORT

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

REPORT FORMANT

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

PROHIBITED CONDUCT

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

INVESTIGATION OF REPORT

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

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

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

DISTRICT ACTION

BULLYING

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

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION

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

TRANSFERS

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

COUNSELING

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

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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

ACCESS TO POLICY AND PROCEDURES

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

BISD CONTENT AND LOTE GRADING STANDARDS

SCIENCE	2nd & 3rd		4th		5th		6th - 8th: On-Level & PreAP			9th-12th On-Level			9th-12th PreAP			AP & Dual Credit		
Category	Tests	Daily	Tests	Daily	Tests	Daily	Tests	Lab	Daily	Tests	Lab	Daily	Tests	Lab	Daily	Tests	Lab	Daily
% Value	25%	75%	30%	70%	35%	65%	40%	25%	35%	40%	30%	30%	50%	25%	25%	60%	25%	15%
Min. #	2	5	2	5	2	6	2	3	7	2	3	7	2	3	7	2	3	7

SOCIAL STUDIES	2nd & 3rd		4th		5th		6th - 8th		9th - 12th		Micro/Macro AP & Gov't AP	
Category	Tests	Daily	Tests	Daily	Tests	Daily	Tests	Daily	Tests	Daily	Tests	Daily
% Value	25%	75%	30%	70%	35%	65%	50%	50%	60%	40%	70%	30%
Min. #	2	5	2	5	2	6	3	12	3	10	3	10

ELEMENTARY LANGUAGE ARTS & READING						SECONDARY LANGUAGE ARTS			
READING/LANGUAGE ARTS - 2nd & 3rd			READING - 4th & 5th			English: 6th - 8th On-Level & PreAP		English I - IV On-Level	
READING COMPONENT			READING - 4th & 5th			Evaluation: 50% (2 min.)		Evaluation: 50% (2 min.)	
Reading Development	Genre Studies	Vocabulary	Reading Development	Genre Studies	Vocabulary	Application & Reinforcement: 50% (10 minimum)		Application & Reinforcement: 50% (10 minimum)	
20%	20%	10%	40%	40%	20%	Reading: 6th - 8th On-Level & PreAP		English I-II PreAP English III-IV AP ENG Dual Credit (1301/1302 & 2322/2323)	
4 min.	4 min.	4 min.	4 min.	4 min.					
LANGUAGE ARTS COMPONENT			LANGUAGE ARTS - 4th & 5th			Evaluation: 50% (2 min.)		Evaluation: 60% (2 min.)	
Written / Composition	Grammar / Conventions	Word Study / Spelling	Written / Composition	Grammar / Conventions	Word Study / Spelling	Application & Reinforcement: 50% (8 minimum)		Application & Reinforcement: 40% (10 minimum)	
30%	10%	10%	60%	20%	20%				
2 min.	4 min.	4 min.	2 min.	4 min.	4 min.				

MATH	2nd			3rd			4th			5th			6th Reg. & PreAP			7th & 8th Reg.			7th PreAP			PreAP Alg. I		
Category	Test	D/Q	HW	Test	D/Q	HW	Test	D/Q	HW	Test	D/Q	HW	Test	Quiz	D/HW	Test	Quiz	D/HW	Test	Quiz	D/HW	Test	Quiz	D/HW
% Value	30%	50%	20%	35%	45%	20%	40%	40%	20%	45%	35%	20%	50%	25%	25%	50%	25%	25%	50%	30%	20%	60%	30%	10%
Min. #	2	8	3	2	8	3	2	8	3	2	8	3	2	3	9	2	3	9	2	3	9	2	3	9

MATH	Math Models w/ Apps.			Alg. I-II; Geo.; PreCal; AQR; Stats			PreAP, AP, & Dual Credit		
Category	Test	Quiz	Daily/HW	Test	Quiz	Daily/HW	Test	Quiz	Daily/HW
% Value	40%	30%	30%	50%	30%	20%	60%	30%	10%
Min. #	2	3	9	2	3	9	2	3	9

AQR = Advanced Quantitative Reasoning

LOTE	On-Level			PreAP, AP & Dual		
Category	Test	Quiz	Daily	Test	Quiz	Daily
% Value	50%	25%	25%	60%	25%	15%
Min. #	2	3	7	2	3	7

Revised 6/16/2016

