



BIRDVILLE INDEPENDENT SCHOOL DISTRICT



# 2021-22 Elementary Student Handbook



**Birdville Independent School District**

6125 E. Belknap Haltom City, Texas 76117 | 817-547-5700 | FAX 817-838-7261

[www.birdvilleschools.net](http://www.birdvilleschools.net)

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## **Birdville ISD Elementary Schools**

### **Jack C. Binion Elementary**

7400 Glenview Drive  
Richland Hills, TX 76118  
817-547-1800

### **Birdville Elementary**

3111 Carson Street  
Haltom City, TX 76117  
817-547-1500

### **Foster Village Elementary**

6800 Springdale Lane  
North Richland Hills, TX 76182  
817-547-3100

### **W.T. Francisco Elementary**

3701 Layton Avenue  
Haltom City, TX 76117  
817-547-1700

### **Green Valley Elementary**

7900 Smithfield Road  
North Richland Hills, TX 76182  
817-547-3400

### **Grace E. Hardeman Elementary**

6100 Whispering Lane  
Watauga, TX 76148  
817-547-2800

### **Holiday Heights Elementary**

5221 Susan Lee Lane  
North Richland Hills, TX 76180  
817-547-2600

**Alliene Mullendore Elementary**  
4100 Flory Street  
North Richland Hills, TX 76180  
817-547-1900

**North Ridge Elementary**  
7331 Holiday Lane  
North Richland Hills, TX 76182  
817-547-3200

**W.A. Porter Elementary**  
2750 Prestondale Drive  
Hurst, TX 76054  
817-547-2900

**David E. Smith Elementary**  
3701 N. Haltom Road  
Haltom City, TX 76117  
817-547-1600

**Smithfield Elementary**  
8001 Northeast Parkway  
North Richland Hills, TX 76182  
817-547-2100

**Snow Heights Elementary**  
4801 Vance Road  
North Richland Hills, TX 76180  
817-547-2200

**Cheney Hills Elementary**  
3001 Dreeben Drive  
Haltom City, TX 76118  
817-547-2300

**John D. Spicer Elementary**  
4300 Estes Park Road  
Haltom City, TX 76137  
817-547-3300



**O.H. Stowe Elementary**

4201 Rita Lane  
Haltom City, TX 76117  
817-547-2400

**Academy at C.F. Thomas**

8200 O'Brian Way  
N. Richland Hills, TX 76180  
817-547-3000

**Walker Creek Elementary**

8780 Bridge Street  
North Richland Hills, TX 76180  
817-547-3500

**West Birdville Elementary**

3001 Layton Avenue  
Haltom City, TX 76117  
817-547-2500



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### **Strategic Objectives**

1. All students will realize their full potential and apply themselves to academic excellence without self-imposed limitations.
2. All students will own their learning and aspire to achieve high academic goals.
3. All students will demonstrate personal responsibility and integrity reflective of noble character.
4. All students will be fully equipped and motivated to contribute to the greater good by unleashing their unique talents and gifts.

### **Our Mission**

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

### **Disclaimer**

The provisions and information set forth in this handbook are intended to be informational and not contractual in nature. Thus, this handbook is not intended, and shall not be construed, to constitute a contract between the Birdville Independent School District and any student, prospective students, agency of the local, state, or federal government, or any other person or legal entity of any and every nature whatsoever.

The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this handbook at any time, without notice and in any manner that the administration deems to be in the best interest of the District.



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## **Special Notice Requirements**

### **Assurance of Nondiscrimination**

BISD does not discriminate on the basis of race, color, national origin, sex, religion, disability, age, or any other basis prohibited by law in its programs, activities, or employment practices. For inquiries regarding the non-discrimination policies, contact Skip Baskerville, Associate Superintendent for Human Resources, Governance and Support Services, 817-547-5700 or [skip.baskerville@birdvilleschools.net](mailto:skip.baskerville@birdvilleschools.net).

The Superintendent has designated Skip Baskerville, Associate Superintendent for Human Resources, Governance and Support Services, to coordinate compliances with the legal requirements of Title IX, and Jennifer Miller, Director of Intervention Services has been designated to coordinate compliance with the legal requirements of Section 504 and Title II of the Americans with Disabilities Act.

### **Public Notice**

During the 2021-2022 school year, Birdville ISD will administer the following federal programs to students that live within the district boundaries:

Title I, Part A – Improving Basic Programs

Title II, Part A – Teacher and Principal Training and Recruitment Fund

Title III – English Language Acquisition, Language Enhancement and Academic Achievement Act

Title IV, Part A – Student Support and Academic Enrichment

IDEA – Individuals with Disabilities Education Act

Representatives of privately educated student interested in participation in any of these programs can contact BISD at 817-547-5778.

### **Parents Right to Know Public Notice**

According to Every Student Succeeds Act, all parents have the right to know the professional qualifications of their child’s teachers. Professional qualifications include whether the teacher is certified in the grade level or subject they are teaching, the baccalaureate degree they hold, and the field of discipline of their degree or certification. Birdville ISD prides itself on hiring qualified individuals who will do whatever it takes to ensure learning for each student. If you wish to know any information regarding the professional qualifications of your child’s teacher, please make a written request to the principal.

## Violation of Law

### Alcohol, Drugs, Tobacco, and Weapons

Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that the student may have driven to school and parked on district property is also prohibited. [See the Student Code of Conduct for information regarding disciplinary consequences].

### Directory Information

Certain information about district students is considered directory information and can be released to anyone who follows procedures for requesting the information, **unless the parent objects to the release of the directory information** about the child. Directory information includes: a student's name, photograph, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. No Child Left Behind (NCLB) requires that secondary parents/guardians also have the choice to restrict information to military recruiters and institutions of higher learning.

### Proof of Child's Identity

House Bill 1440 signed by the Governor on June 16, 1989, requires a parent or guardian to present, within 30 days of a child's enrollment, proof of the child's identity and a copy of the child's records from the most recently attended school. It also requires school districts to notify the police if this information is not provided, and to request information about whether the child has been reported missing. Districts must notify the Missing Children Information Clearinghouse if the name on the identifying document or school record differs from the name under which the child is enrolled.

### Outdoor Air Quality

All students participating in activities that involve outdoor physical exertion shall be required to provide a medical release from a physician if their respiratory system is compromised by ozone or exercise-induced asthma. The medical release is in addition to the standard form completed during the physical required for students in athletics and shall be the responsibility of the parent. The medical release should be given to the school nurse, coach, or sponsor. Parents who do not want a student to participate due to medical or ozone-related weather conditions must notify the teacher/sponsor/director prior to the extra-curricular event.

### Ozone and General Weather Procedures

Procedure	Explanation
What is Ground Level Ozone?	Ozone occurs naturally in the stratosphere to provide a protective layer high above the earth. At ground level, it is the prime ingredient of smog.
Affect of Ground Level Ozone on Adults & Children	Because children's respiratory systems are still developing, they are more susceptible than adults to environmental threats. When children and some adults (usually the elderly) breathe high concentrations of ground-level ozone and particulate matter during hot weather the following biological factors can occur: <ul style="list-style-type: none"><li>• Difficulty in breathing, shortness of breath</li><li>• Aggravated coughing and chest pain</li><li>• Aggravation of asthma and increased use of medications; increased susceptibility to respiratory infection</li><li>• Increased school absences</li><li>• Increased doctor and hospital visits</li></ul> Exercise makes people more vulnerable to lung damage from ozone. In addition to breathing more deeply during exercise, people breathe mostly through their mouths, bypassing the body's first line of defense against pollution – their noses. Exercising before 11 a.m. or after 8 p.m. can minimize exposure.

Procedure	Explanation
Ozone Watch	Watches: An “Air Pollution Watch” is issued on a <b>day or time predicted to be a public health risk.</b>
Ozone Alerts from TNRCC	<p>Warnings: The EPA issues warnings when <b>pollution levels are determined to meet their criteria for possible health risks.</b> These warnings are issued when pollutants actually reach unhealthy levels. Activities can be determined from warnings.</p> <p>Health warnings identified as Air Pollution Watches and Warnings are sent from the Texas Natural Resource Conservation Commission (TNRCC) via email to campus administrators. This system provides important information to facilitate the management of students during periods of elevated levels of ground-level ozone concentrations.</p> <p>To sign up for automatic alerts, please visit:  <a href="http://www.tceq.texas.gov">Texas Commission on Environmental Quality</a></p>
BISD Consideration of Air Quality	<p><b>It is the desire of the Birdville Independent School District to reduce the District’s students’ risk of respiratory health</b> concerns that might occur during the ozone air pollution season, predominantly the hot weather months of May through October. The Birdville Independent School District recognizes that in scheduling outdoor physical education, play and athletic activities, and fine arts activities, appropriate considerations shall be given to air quality.</p> <p>Therefore, instruction shall be provided to the administrative staff, campus faculties &amp; staffs, coaches, trainers, marching band directors, drill team directors, cheerleading sponsors, and nurses concerning ozone risk factors, the importance of body hydration, and the symptoms related to ozone respiratory exposure. Staff meetings at the campus and building levels are the obvious mode for this training.</p>
Red Level ‘Warning’ Prekindergarten and Kindergarten	Red-level Air Pollution Warnings (not watches): Outdoor activities for prekindergarten and kindergarten children shall be modified.
Purple Level ‘Warning’	Purple-level Air Pollution Warnings (not watches): Outdoor activities for prekindergarten and kindergarten children shall be postponed. If the forecasted ozone warning is <b>purple</b> and/or temperature is <b>105° or above</b> , then all outside student activity will be reviewed by administration and outside activities shall be modified, moved inside, or postponed.
Ozone Warnings Grades 1 <sup>st</sup> -12 <sup>th</sup>	For students in grades one through twelve, attention shall be given to factors such as the ozone warning levels (not watches), the age of the students, physical condition of the students, the presence of diagnosed respiratory problems of the students, prior conditioning of the students, and the importance of body hydration. All of the above factors constitute considerations that affect the appropriateness and length of outdoor physical activity. <b>Decisions regarding the outdoor activities of individual students will be determined by these factors.</b>
Ozone Warnings All Secondary Students in Activities	All secondary students involved in activities (athletics, marching band, cheerleading, and drill team) that involve outdoor physical exertion shall be required to provide a <b>medical release from a physician</b> if their respiratory system is compromised by ozone or exercise induced asthma. The medical release is in addition to the standard form completed during the physical required for students in athletics and shall be the responsibility of the parent. The <b>medical release</b> shall be given to the school nurse with a copy to the coach or extracurricular activity sponsor.

<b>Procedure</b>	<b>Explanation</b>
Special Considerations, Asthmatics	Identify known asthmatics and be prepared to provide needed medication.
Special Considerations, Children Under 6 Years Old	Be aware that children less than 6 years old have immature lungs. Increased ozone exposure for these children is like having severe sunburn of the lungs. It is not known whether increased exposure time at this age will result in life-long respiratory damage.
Special Considerations, Reduced Exposure	Reduction of exposure for all persons can be managed by attention to the time of day and length of the exposure. It has been suggested that it is best to avoid outdoor activities as much as possible from 2 – 7 p.m. during May through October.
Special Considerations, Hydrations	Hydration must occur prior to outdoor activities. By the time an individual becomes thirsty, the body is already behind on water needs. At that point it is impossible to adequately hydrate while in the heat. Therefore, water should be provided prior to <b>and</b> during outdoor activities that occur in the heat.
Heat	If the heat index is <b>over 98°</b> , keep <b>elementary children inside</b> . All afternoon recess/PE should be evaluated when the temperature is above 95°. If an outdoor activity is chosen, keep the children <b>off the tarmac</b> and limit outdoor activities to <b>only 10 minutes</b> at a time. 100° with 40% humidity or higher secondary physical education classes <b>should not go outdoors</b> or be held in a non-air-conditioned gym. 101° or higher, regardless of humidity, the physical education classes <b>should not go outdoors</b> or be held in a non-air-conditioned gym.
Lightning	All students should be moved inside at the sound of thunder or the sighting of a lightning strike. All students should be kept inside 30 minutes after the last sound of thunder and/or lightning strike. If thunder is heard or lightning is seen during those 30 minutes, the clock starts over. There must be 30 minutes of continuous absence of thunder and/or lightning before students are allowed back outside.
Cold Weather	A suggested temperature for allowing students to go outside for recess and/or physical education is 40° or above. However, good judgment should be used if there is a wind chill factor.
Medical Releases	Note that prior to participation in activities (athletics, marching band, cheerleading, drill), all secondary students shall submit a medical release from a physician if their respiratory system is compromised by ozone or exercise induced asthma. This medical release is in addition to the physicals required in athletics and must be submitted to the school nurse with a copy for the coach or extracurricular activity sponsor.
General Reminders	Closely monitor local heat advisories/forecasts and ozone levels. Be sure to load up on liquids before becoming thirsty. When thirsty, your body is already behind on fluids. Obesity can greatly increase the risk of heat injury.
Medium Risk of Heat Injury Guidelines	80° and 90% humidity poses a medium risk of heat injury. Drink plenty of water before, during and after exercise. Students should be allowed to take water breaks and rest approximately every 20 minutes.
Parent Special Requests	<b>Regardless of the temperature, if a parent requests that his/her child not participate in physical activity, then the request is to be granted.</b> Outside, secondary campus activities will need to be compatible with the weather. Please remember our utmost responsibility is student safety.

## **Guidelines for Heat Related Injuries**

<b>Heat Related Injury</b>	<b>Symptoms</b>	<b>Steps to follow</b>
Heat Exhaustion	Normal body temperature Pale and clammy skin Profuse perspiration Rapid and weak pulse Tiredness Weakness Headache Nausea	<ol style="list-style-type: none"> <li>1. Have person lay down in a cool, quiet place.</li> <li>2. Loosen clothing. Remove if tight or heavy.</li> <li>3. Call school nurse.</li> <li>4. Apply cool, wet cloth or sponge with cool water.</li> <li>5. Give sips of cold water.</li> <li>6. Notify parent.</li> <li>7. Call EMS (911) if condition worsens or person shows signs of shock.</li> </ol>
Heat Stroke	High temperature Hot, flushed dry skin Rapid and strong pulse May be unconscious	<ol style="list-style-type: none"> <li>1. Call school nurse/EMS (911)</li> <li>2. Place in a cool, quiet place.</li> <li>3. Remove outer clothing.</li> <li>4. Apply cold, wet cloth or sponge with cold water.</li> <li>5. Take temperature.</li> <li>6. If conscious, give sips of cold water.</li> <li>7. Notify parent.</li> </ol>

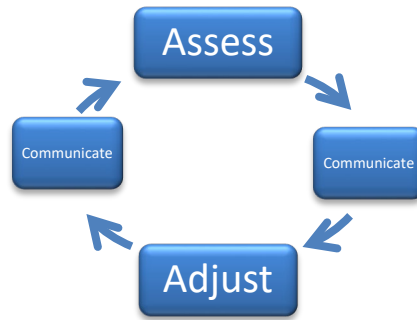


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**Academic Policies**



**Grading Policies**

**Purpose for Grading and Reporting**

All children learn in an environment of high expectations where the focus is on learning and student growth. Grading and reporting is a process that includes assessing, adjusting, and communicating with all stakeholders. Grading and reporting reflects a student’s mastery of the standards set forth by the Texas Education Agency.

**Student:** Students use formative assessment data to adjust personal goals and strategies for learning and monitor progress.

**Teacher:** Students are assessed using the district created rubric for each content area and grade level. Rubrics are aligned to the Texas Essential Knowledge and Skills (TEKS) and the district curriculum. Teachers work collaboratively to adjust instruction, intervention, and enrichment based on formative and summative data in order to meet the needs of all students. Teachers communicate with parents and students on student learning throughout the six weeks.

**Parent:** Parents receive appropriate communication throughout the six weeks to support and encourage their child in the learning process. This communication could include but is not limited to: phone calls, Istation reports, STAR 360 reports, sight word assessments, letters home, completed work, etc.

**Grading Scale**

**Prekindergarten**

*Academic*

- M** = Met Standard
- P** = Progressing Toward Standard
- LP** = Limited Progress Toward Standard
- C** = Area of Concern

*Social/Emotional*

- S** = Satisfactory
- N** = Needs Improvement

*Conduct*

- E** = Excellent
- S** = Satisfactory
- N** = Needs Improvement
- U** = Unsatisfactory

**Kindergarten – First Grade**

*Academic*

*Conduct, Work Habits, Music, Art, PE/Health*



<b>M</b> = Met Standard	<b>E</b> = Excellent
<b>P</b> = Progressing Toward Standard	<b>S</b> = Satisfactory
<b>LP</b> = Limited Progress toward Standard	<b>N</b> = Needs Improvement
<b>X</b> = Not addressed this six weeks	<b>U</b> = Unsatisfactory

**Assignment of Grades**

Guidelines for grading shall be clearly communicated to parents (EIA Local). In Prekindergarten, all skills are graded using teacher observation and anecdotal records. For all standards in Kindergarten and First Grade, students are graded using the district developed rubric (EIA Local). Any work sent home will reflect the district grading scale. For grades 2<sup>nd</sup>-5<sup>th</sup>, teachers will enter grades into Skyward for students within 1 school week. Extra consideration will be given for projects and papers that are more substantial. There will be a minimum of 6 daily grades and 3 major grades per 6 weeks. Daily work is defined as homework, class work, daily or weekly quizzes etc.; major grades as chapter tests, unit tests, announced projects, or papers, etc.

**Grades 2<sup>nd</sup>-5<sup>th</sup>**

There will be one (1) report card used for grade levels two through five (2-5). In grades 2-5, grades for the subject areas of English language arts (composition, grammar, spelling) and reading, mathematics, science, and social studies shall be reported as numerical averages according to the following:

70-100 Passing

1-69 Failing

Grades in other subject areas (physical education, art, music, health and handwriting) shall be reported with a grade scale of E, S, N or U.

**Conduct and Work Habit grades 2<sup>nd</sup>-5<sup>th</sup> Conduct grades shall reflect the E-S-N-U grading system:**

- E – Excellent
- S – Satisfactory
- N – Needs Improvement
- U – Unsatisfactory

**Skyward Family Access**

BISD provides parents/guardians the opportunity to monitor student grades and attendance online. Skyward Family Access is the tool used by the district to provide parents the means to monitor their child’s progress. User names and passwords are assigned through the office at your child’s school.

### **Progress Reports**

Progress reports are uploaded in the Skyward Family Access system after the third week of each six weeks grading period. Parents should schedule a conference with the teacher if a progress report indicates that a student is failing or in danger of failing. All conferences must be scheduled through the office.

### **Grading of Work**

Teachers will enter grades into Skyward Family Access system for students within 1 school week. Extra consideration will be given for projects and papers that are more substantial. There will be a minimum of 6 daily grades and 3 major grades per 6 weeks. (Daily work is defined as homework, classwork, daily or weekly quizzes etc.; major grades as chapter tests, unit tests, announced projects, or papers, etc.) This is for all content areas except Science and Social Studies. Science and Social Studies will have up to 6 daily grades and 2 major grades per 6 weeks.

### **Grading of Late Work**

Students may be assessed a penalty of no more than ten (10) points per day for up to three (3) days before a zero may be given (on the fourth) for work not turned in on time. The work addressed in the policy includes any assignment which is to receive a major grade or which has been completed over an extended period of time for which a designated due date has earlier been announced. The policy does not address daily homework (assignments given on one day which are due the next day). Neither does it address assignments that are to be completed in class and turned in at the end of the period. Evaluation of assignments that fall in either of those categories may be based on the proportion that is completed, at the discretion of the teacher

### **Homework**

The district believes homework is an important part of the learning process that extends, enriches, and/or reinforces academic concepts and skills to enhance achievement. Each campus shall develop, as part of its campus improvement plan, guidelines for including homework among its instructional activities. Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child's educational progress.

### **Make-up Work**

It is the responsibility of the INDIVIDUAL STUDENT to make arrangements with each teacher for make-up work following each absence. The procedure for make-up work for absences shall be the following:

#### School Day by Which Work Is Due

Days Absent	Due After Return
One	Second
Two	Third
Three	Fourth
Four	Fifth
Five	Sixth

In the case of extended absences, arrangements for completion of work shall be made with the individual teacher. To coordinate make-up work for all content areas, check with the school office. Students will not be given make-up work ahead of time when parents remove their children for trips during the school days. Make-up work will be completed when students return. If make-up work is assigned and turned in within the number of days permitted, it will be graded, and full credit will be given.

In grades 2<sup>nd</sup>-5<sup>th</sup>, if a student has not had sufficient time to make up work at the end of a grading period, a grade of incomplete shall be assigned until assessment is completed.

If a student receives an incomplete (I) grade for excessive absences at the end of the semester, he/she shall complete all make-up work within five (5) school days. At the end of the five (5) school days, if the work is not complete, the incompletes becomes a zero, and the final grade which could result in loss of credit on the student's record.

Students missing a class as a result of their participation in the elementary gifted education program are not required or expected to complete the class work assigned to the rest of the class for the time they are attending GT classes. However, students are expected to demonstrate mastery of required grade level standards. This will be determined through district Curriculum Based Assessments.

### **Clarification of Remediation/Reassessment Procedures**

Students' grades shall reflect mastery of district objectives, which have been related to Texas Essential Knowledge and Skills. Students who receive a failing grade on a test or other assessment which has a major impact on the grade shall have an opportunity to receive remediation and be reassessed for mastery. The reassessment should cover the same basic content at the same level of difficulty as the original assessment.

### **Tutorials**

Students who are not mastering concepts/skills at seventy (70) percent or above shall receive additional assistance through re-teach/remediation either during class time or a special time set aside by the teacher. Students in Tier II or Tier III will receive interventions or other types of support.

### **Averaging**

Six weeks grades shall be obtained by averaging daily work and major grades. (Daily work is defined as homework, class work, daily or weekly quizzes etc.; major grades as chapter tests, unit tests, announced projects, or papers, etc.)

The daily grade average shall represent 60% of the grade. The major test/project average shall represent 40% of the grade. There shall be a minimum of six (6) separate daily grades and three (3) separate major grades each six (6) weeks.

### **Report Cards and Progress Reports**

Interim progress reports will be uploaded into the Skyward Family Access system the Friday following the 3<sup>rd</sup> week of the six weeks grading period. At the end of the third week of each six weeks, if a child is not progressing and the teacher suspects he/she will receive limited progress on the majority of the standards, the teacher is required to notify parents and begin appropriate interventions. Report cards will be uploaded into the Skyward Family Access system each six weeks on the Friday following the end of the six weeks. Parents of any student receiving a majority of Limited Progress(LP) or failing grade(s) at the end of the six week or semester grading period should contact the campus office to schedule a conference with the teacher(s) of the subject(s).

### **Grades 2nd-5th**

Students who are not mastering concepts/skills at seventy (70) percent or above shall receive additional assistance through re-teach/remediation either during class time or a special time set aside by the teacher.

### **Promotion Policy**

Students shall be promoted from one grade to the next on the basis of academic achievement. In the elementary schools, promotion to the next grade level is based on attaining an overall yearly average of

seventy (70) or above for all subject areas and a grade of 70 or above in language arts (including reading).

The student must also be in attendance a minimum of ninety percent (90%) of the required student school days. A student may not be promoted who has accumulated more than the allowable number of absences for the year.

Promotion decisions for students who receive special education services are made by the Admission, Review and Dismissal (ARD) committee of the student. The ARD Committee for a student who does not perform satisfactorily on the STAAR reading or mathematics assessment **must** meet to determine:

- The accelerated instruction program for the student and
- Determine if the student has made sufficient progress on measurable academic goals contained in the student's IEP and should be promoted to the next grade level.

For English language learners (ELLs), the GPC makes decisions in consultation with a member of the student's LPAC.

### **Accelerated Learning Committees**

HB 4545 will be in effect starting September 1, 2021. This bill will create Accelerated Learning Committees for students who do not perform satisfactorily on the 3<sup>rd</sup> and 5<sup>th</sup> grade STAAR reading or mathematics assessment and outline the district's approach to accelerated learning. At this time, we are for updates from the Texas Education Agency and will update this section soon with additional information.

### **Retention**

The retention of a student should be the last choice when considering what is best for our students. The younger a student is when retention is considered, the better. Research shows that the later a child is retained, the less benefit there is. Students in Prekindergarten may not be retained. In Kindergarten and first grade, promotion to the next grade level shall be determined by the student's mastery of the grade-level learning standards. Campuses are expected to adhere to the following.

- Grades K-1<sup>st</sup>: Promotion to the next grade level shall be determined by the student's mastery of the grade-level learning standards.
- Grades 2<sup>nd</sup>-5<sup>th</sup>: 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 (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (including reading).



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**Academic Special Program**

**Bilingual Program**

BISD’s bilingual education program is provided to students identified as English Learners whose primary language is Spanish. The One-way Dual Language Model is research-based and promotes optimum academic biliteracy and linguistic development in both English and Spanish. Additionally, sociocultural competence is emphasized to ensure that English Learners successfully integrate into and participate in important aspects of cultures, values, and belief systems.

**One-Way Dual Language Model**

The One-Way Dual Language program is based on an 80/20 biliteracy instructional model where instruction begins at the time of enrollment in prekindergarten and kindergarten with 80% in Spanish and 20% in English. Each subsequent year there is an increase in the instruction in English until grades 3<sup>rd</sup>-5<sup>th</sup> where 50% of instruction is Spanish and 50% of instruction is in English. The language of instruction is dependent on the content area. Teachers who provide instruction in these classrooms are bilingual and/or ESL certified. There are 9 elementary campuses that implement this model: Jack C. Binion, O.H. Stowe, West Birdville, Watauga, David E. Smith, WT Francisco, Cheney Hills and The Academy of Carrie Francis Thomas.

**Two-Way Dual Language Model**

The Two-Way Dual Language model serves two populations: Native Spanish speakers and Native English speakers. Students of both language groups are integrated all day and are provided content instruction in an environment which promotes language and social equality while supporting full bilingual proficiency. This program model is enhanced to ensure that the language learning for both groups is accelerated. There is one campus that implements this model: The Academy of Carrie Francis Thomas.

**English as a Second Language - ESL**

English learners whose native language is one other than Spanish and for whom the bilingual program is not appropriate are supported through a content-based English as a Second Language (ESL) program. ESL instruction is provided by the classroom teacher who is ESL certified and/or sheltered instruction trained. The instruction is sheltered which allows the English learner to acquire language and learn academic content simultaneously. All elementary campuses in BISD provide content-based ESL programs.

**Dyslexia Program for K-12<sup>th</sup>**

The Dyslexia Program provides instruction for students identified as having dyslexia or other related disorders. District personnel evaluates referred students. The identification of dyslexia is made by a Section 504 or ARD Committee after a thorough review of the identified student’s accumulated data that specifically addresses all the indicators listed under the eligibility criteria. A Section 504 or ARD Committee then makes program placement to ensure that the student will receive evidenced-based, multisensory structured literacy instruction. Students are served through the dyslexia program in grades K- 12<sup>th</sup>

## **Section 504**

Section 504 prohibits discrimination against students with disabilities by school districts receiving federal financial assistance. A Section 504 referral can be initiated by a parent, student, or school personnel. The referral must be made by someone who is knowledgeable about the student and has reason to believe that the student has a disability that is substantially limiting one or more major life activities. A Section 504 plan outlines the accommodations and supports necessary to provide the student with a disability a free and appropriate public education. It may address academic, behavior or health issues.

## **Multi-Tiered Systems of Support (MTSS)**

Multi-Tiered System of Supports (MTSS)/ Response to Intervention(RtI) is a multi-tiered approach to instruction that is the framework of the general education program for all students including all those who experience difficulties either academically or behaviorally.MTSS helps to ensure that students have the opportunity to experience a full range of educational opportunities through the general education program and are college and/or career ready. The elementary and secondary MTSS model in Birdville ISD is designed so that it can be implemented within the unique parameters of each level. The core components of MTSS are multiple tiers of interventions, high-quality instruction based on a tiered system of interventions that is define, aligned, systemic, researched-based, and supported by the district and campus staff.

## **Homebound program**

Students who are chronically ill, or who have other medical conditions which result in the student being confined to their home or hospital bed for at least four consecutive or cumulative weeks during the school year may be eligible to receive instruction at home. This placement requires documentation from a physician indicating the type and severity of the condition as well as the anticipated length of confinement to the home. Students in both special education and the general student population may be eligible for homebound services.

## **Gifted/Talented Program**

BISD offers programs for gifted/talented students in grades K-12<sup>th</sup>. An academically gifted and talented student is capable of excelling in relation to students of similar age, experiences, or environment as reflected by one or more of the following areas: general intellectual ability, specific subject matter aptitude, and creative and productive thinking ability. Tier I services for GT identified students are clustered with teachers who have received specialized training in gifted/talented instruction. Tier II services for identified GT students include participation in a pull-out program on the home campus for grades K-2<sup>nd</sup> and at a centralized site for grades 3<sup>rd</sup>-5<sup>th</sup> for a specified time each week. Information concerning participation in the gifted/talented program may be obtained by calling the Office of Gifted/Talented Advanced Academics at 817-547-5769.

## **Prekindergarten**

Prekindergarten is a program designed to develop skills necessary for young learners to be prepared for kindergarten and prepared for success in the regular school curriculum including language, mathematics, and social skills (TEC §29.1532).

Prekindergarten in BISD provides instruction for students who turn four years of age on or before September 1 and qualify for the program (TEC §29.153); To qualify for the prekindergarten program, students must meet one of the following criteria.

1. is unable to speak and comprehend the English language; or
2. is educationally disadvantaged; or
3. is homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or

4. is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
5. is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
6. is or has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code; or
7. the child is the dependent of a Star of Texas award winner (a first responder that has been gravely injured or killed in the line of duty).

A child who is 5 years of age on September 1 of the current school year is **not** eligible for enrollment in a prekindergarten class.

Prekindergarten programs in BISD are located on select campuses. Classes meet Monday through Friday.

### **Students with Learning Difficulties**

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

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

### **Special Education Referrals:**

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

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

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

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

Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

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

**Contact Person for Special Education Referrals:**

The campus Principal is the designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education.

**Section 504 Referrals:**

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

**Contact Person for Section 504 Referrals:**

The campus Counselor at the elementary level is the designated person to contact regarding a referral for evaluation for Section 504 services.

**Additional Information:**

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

- [Legal Framework for Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)





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**Student/Parent Information**

**Alcohol, Tobacco, and Drugs**

It is against federal and state laws for any person to possess, sell, give away, use, or be under the influence of alcohol, tobacco products or illegal drugs, while on school premises, or while attending school related activities, on or off school premises. Anyone found to be in violation of these laws shall be subject to disciplinary measures and may include applicable suspension, termination, and/or civil prosecution.

**Assemblies**

A student’s conduct in assemblies must meet the same standards as in the classroom and will be subject to disciplinary action for failure to follow the Student Code of Conduct.

**Attendance**

Regular school attendance is essential for the 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, 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 compulsory attendance, the other with attendance for course credit, are of special interest to students and parents.

**Compulsory Attendance**

State compulsory attendance laws generally require all children who have reached age 6 on or before September 1, and have not reached age 18, to attend school each day school is in session. A student who is younger than age 6 and has never been enrolled in the first grade is not required to attend school; however, once a parent enrolls a child in prekindergarten or kindergarten, the child is required to attend school during the time that they are enrolled.

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission will be considered in violation of the compulsory attendance law and subject to disciplinary action. A court of law may also impose penalties against both the student and his or her parents if a school-age child is deliberately not attending school. A complaint against the parent and/or the student may be filed in court if the student:

- Is absent from school on ten or more days, or parts of days, within a six-month period in the same school year, or
- If younger than 12 years of age, the student’s parent could be charged with a criminal offense based on the student’s failure to attend school.
- Is age 12 through age 18 and violates the compulsory attendance law.

## Attendance Procedures

- A. When a student must be absent from school, the student-upon returning to school-must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older. **A parent should call the school before 10 am on the day of the absence, and should also state in writing the reason for the absence when the student returns to school.**

All documentation (parent notes, doctor’s notes, appointment verifications, etc.) must be presented to the attendance office on the date the student returns to school. **Parent notes will be allowed to excuse up to 6 absences only. Upon the 7<sup>th</sup> absence and beyond, only an official written Doctor/Court excuse is allowed.** Any absence not cleared within the allotted time (three days) will become an unexcused absence. Unexcused absences are absences that are not approved extenuating circumstances. Students who have unexcused absences shall be permitted to make up their work if a grade for the assignment was to be given. Grades for make-up work for an unexcused absence will be adjusted downward no less than 10 points and no more than 20 points.

- B. A student’s absence from school or from any class without permission will be considered unexcused and the student will be subject to disciplinary action.
- C. A student who must leave school during the day must bring a note from his or her parent stating the reason for the absence. The note from the parent requesting the early dismissal should be brought to the attendance office before the student’s first period class. The note must include the date, full name, grade, reason for dismissal, parent’s signature, and phone number where parent can be reached. Parents will be required to show ID when picking up a child for early dismissal.
- D. A student who becomes ill during the school day should (with the teacher’s permission) report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student’s parent.
- E. Students who arrive late to school will be counted tardy. Parents are expected to provide written verification as to the reason for the tardy. Three (3) tardies count as one (1) absence. Also, high school students who arrive late to class will be counted tardy, and the “three tardies equals one absence” rule will apply.

## Attendance for Credit

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. Parents of students who have accumulated more absences than allowed for credit may present a written appeal for extenuating circumstances to the campus attendance review committee. The attendance review committee will determine whether there are extenuating circumstances for the absences and how the student might regain credit.

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and health-care appointments will be considered days of attendance for this purpose. [See policy FEB.]
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the

student's parent could exercise any control.

- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skill, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision by filing a written request to the Superintendent or their designee.

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

The following absences may be submitted for consideration regarding extenuating circumstances:

1. An excused absence based on personal sickness or death in the family,
2. Days of suspension.
3. Participation in court proceedings or child abuse/neglect investigation.
4. A migrant student's late enrollment or early withdrawal.
5. Days missed as a documented runaway.
6. Completion of a competency-based program for at-risk students.
7. Participation in a substance abuse rehabilitation program.
8. Homelessness, as defined in federal law.
9. An extracurricular activity or public performance, subject to approval by the District's Administration.
10. Required screening, diagnosis, and treatment for Medicaid-eligible students.

### **Attendance Concerning Absences Due to Health Care**

A student shall be excused for a temporary absence resulting from a health care appointment, if that student commences classes or returns to school on the same day of the appointment. A student whose absence is excused under this subsection will not be penalized for that absence, and shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the school district. A student whose absence is excused under this subsection shall be allowed a reasonable time to make up schoolwork missed on those days. If the student satisfactorily completes the schoolwork, the day of absence shall be counted as a day of compulsory attendance.

### **Change of Address**

Students/parents are required to inform the attendance clerk of any change in address or telephone number. Parents have the authority to go into the Skyward Family Access system and make changes to the students address and phone numbers electronically. BISD encourages the updating of that information so we can contact the parent in the event of an emergency.

### **Withdrawal from School**

Children who are under age 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult with responsibility for the child comes to the school to complete the necessary forms. Students must return all textbooks and/or electronic devices issued to them. They must clear any library fines and other outstanding fees in order for the school to release an official copy of the student's records to the parents and/or to another school district. Generally a 24-hour notice is required for a student to withdraw from school.

### **Attendance Plan**

The attendance zone shall be determined by the primary residence of the parent, guardian, or person having lawful control of a student eligible for admission to BISD. Specific information relating to school attendance zones may be obtained at each campus or at central office.

A student shall attend the school determined by the attendance zone in which his/her parent, guardian, or

person having lawful control of the student resides.

## BISD Campus Clusters

### **Birdville High School**

#### **Richland Middle School**

Jack C. Binion Elementary  
Cheney Hills Elementary  
*(Students living in Richland Hills)*  
Academy at C.F. Thomas

#### **Smithfield Middle School**

Smithfield Elementary  
W.A. Porter Elementary  
Walker Creek Elementary

### **Haltom High School**

#### **Haltom Middle School**

West Birdville Elementary  
Birdville Elementary  
W.T. Francisco Elementary  
David E. Smith Elementary

#### **North Oaks Middle School**

John D. Spicer Elementary  
O.H. Stowe Elementary

#### **Watauga Middle School**

Grace Hardeman Elementary  
Watauga Elementary

### **Richland High School**

#### **North Richland Middle School**

Holiday Heights Elementary  
Alliene Mullendore Elementary  
Snow Heights Elementary  
Cheney Hills Elementary  
*(Students living in Haltom City)*

#### **North Ridge Middle School**

Foster Village Elementary  
Green Valley Elementary  
North Ridge Elementary

1. Students moving within the district may remain in the school in which they are presently enrolled only until the end of the current semester (provided there are no discipline, attendance, or transportation problems), after which time they must complete the Open Enrollment process or attend the school designated by their attendance zone.
2. All students new to the district must attend the school in their designated attendance zone or complete the Open Enrollment process.
3. Pre-registration **does not** entitle attendance in a particular school if students move within the district during the summer before the first day of the new school year unless they are approved through the Open Enrollment process.
4. Students moving **out of district** may continue to attend BISD if they are approved through the Open Enrollment process or until the end of the current six weeks provided there are no discipline, attendance, or transportation problems. (Exception: Students in the 11<sup>th</sup> grade who will have earned 17 credits by the end of that school year may continue to attend for the remainder of that year and the following year tuition free but they must complete the Open Enrollment process).

### **Authority of Teachers**

The district has jurisdiction over its students during the regular school day and while going to and from school on district transportation. State law vests teachers, substitute teachers, and administrators with complete authority at all times. Students are expected to respect those in authority whether inside the classroom, on the campus, or at school-sponsored activities. Students failing to follow directives from any teacher, substitute teacher, and/or administrator will be subject to disciplinary action.

### **Bicycles/Skateboards/RollerSkates/RollerBlades/Scooter/RollerShoes**

Upon arriving at school, bicycles, skateboards, roller skates, rollerblades, and scooters must be left at each school's designated area. The student is responsible for the security of the item. The district is not liable for theft or vandalism of the items. Students will refrain from using bicycles, skateboards, roller skates, rollerblades, roller shoes, or scooters on school property before, after, and/or during the school day.

### **Bus Transportation**

The district provides free transportation for students who live two miles or more from their home school. Transportation for a student with disability shall be made in accordance with the provisions of the student's Individual Educational Plan (IEP). **No transportation is provided for any regular educational student who is assigned to DAEP program.**

A parent may also designate a child-care facility or grandparent's residence as the regular pick-up and drop-off location for his or her child. The designated facility or residence must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pick-up or drop-off location, you may contact BISD Transportation Services at 817-547-5830.

Students who fail to comply with the established rules of conduct while using school transportation may be denied transportation services and subject to disciplinary action.

Any malicious attempt to harm, destroy district equipment or transportation materials is prohibited. Restitution for costs associated with restoration or replacement may be required.

All chaperones must be approved by the campus administrator and have had a completed criminal record check done annually. Chaperones may ride only when there is adequate seat space as determined by a school administrator. (Volunteers must attend an orientation, which is held on each BISD campus).

### **Seat Belts**

It is the goal of the Birdville Transportation Department to provide the safest student transportation system available. The District requires that all students riding the school district buses with seatbelts comply with state law regarding their use.

### **Student Procedures**

State statute requires school bus passengers to wear seat belts if the school bus is so equipped. Texas Statutes, Education Code/Title 2/Subtitle F/§34.013 says, “A school district shall require a student riding a bus operated by or contracted for operation by the district to wear a seat belt if the bus is equipped with seat belts for all passengers on the bus. A school district may implement a disciplinary policy to enforce the use of seat belts by students.” This statute has two important implications, 1) a school district must require their use and 2) a school district can enforce that requirement.

Students who may require assistance in using seatbelts should ask the bus driver for help so that all students are safely belted in their seat before the bus is put in motion. Drivers will announce prior to the bus leaving that each student needs to be in their assigned seat and seatbelts fastened. Students refusing to use seatbelts in a legal and safe manner will be subject to school district disciplinary actions.

### **Care of School Property**

Students are responsible for the proper care of all supplies, books, lockers, uniforms, and furniture furnished by the school. Students, who lose, disfigure, break, or damage school property or equipment may be required to pay for the damages and/or may be subject to additional disciplinary actions.

### **Child Nutrition**

BISD participates in the Federal School Lunch, Breakfast and After School Snack Program and will offer all students meals at “no charge” for the 2021-2022 school year. BISD operates a closed campus lunch. Students at all grade levels are expected to eat lunch on campus. Every student in BISD has a child nutrition account. Parents may view their child’s balance, purchase history and put money directly into their child’s account by logging onto [Mypaymentsplus.com](https://mypaymentsplus.com). Money in the student’s account will allow them to purchase a la carte items.

### **Care of Buildings and Grounds**

Every student has an obligation to keep our buildings, equipment, and grounds looking their best. Parents or guardians shall be responsible for damages done by their student to school property, and students must reimburse the school for all damages. The student will also be subject to disciplinary actions.

### **Change of Address or Telephone Number**

Students/Parents are required to inform the change in address or telephone number. A change in address requires that proof of residency documentation be provided to the attendance/school office. Parents have the authority to go into the Skyward student system and make changes to the student’s address and phone numbers electronically. BISD encourages the updating of that information so we can contact the parent in the event of an emergency. **This information is especially important on the emergency health card. Students/parents who move out-of-zone or out-of-district and fail to inform the school can be withdrawn immediately.**

### **Cheating/Plagiarism**

Plagiarism is the use of another person’s original ideas or writing as one’s own without giving credit to the true author. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to

believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. All incidents of cheating must be reported to and investigated by campus administration.

### **Child Find**

BISD provides services for students with disabilities from ages 3 to 21 years of age and for children birth to 21 years of age with visual or hearing impairments. A student or parent with questions about eligibility requirements and services offered should contact the office of the Coordinator of Special Services at 817-547-3715.

### **Closed Campus**

All District school campuses are closed campuses. Closed campus shall be enforced from the time the student reaches the campus until they have completed their regularly scheduled day. Any student who leaves campus without office permission will be considered truant. This includes leaving the building to go to the parking lot.

Picture identification is required to sign out any student. Only persons whose names appear on the student enrollment form or emergency card will be permitted to sign out students.

### **Conferences**

Parent-teacher conferences are an important link in the educational process. A parent, teacher, or student can initiate conferences. All parent conferences should be scheduled through the school office. In order for a conference to be productive, teachers need adequate time to gather important student information, and conferences must be scheduled during the teacher's conference period. Students and parents may expect teachers to request a conference if: 1) the student is not maintaining passing grades or achieving the expected level of performance; 2) the student presents any other problem to the teacher; or 3) in any other case the teacher considers necessary. A minimum of one formal individual parent/teacher conference shall be scheduled each year from prekindergarten through grade five. The conference should be scheduled by the homeroom teacher by the end of the second six weeks period. A group conference may be held early in the year to explain instructional programs and expectations.

### **Complaints**

In accordance with Board policy, students or parents who have a complaint should first bring the matter up with the teacher. Usually a complaint or concern can be addressed by a phone call or conference. For complaints or concerns that cannot be handled in this manner, the District has adopted a standard complaint policy. If the outcome of that discussion is not satisfactory, then a conference with the principal can be requested. If not satisfied at that level, the student or parent/guardian can request a conference with the Superintendent's designee. For information about the Complaint Process, please call the Office of Student Services at 817-547-5790. For disciplinary appeals see BISD Code of Conduct.

### **Conflict Resolution**

Students may experience conflict with other people during their school years. The following recommendations may assist students in following a logical sequence if a conflict arises:

#### **Conflict with another Student**

- If the conflict is not violent, the student may attempt to discuss the issue with the other student or may contact the school counselor if assistance is needed.
- If the other student is violent, the student should ask for assistance from teachers, parents, and/or school principal.
- The student should avoid the other student until the conflict subsides.
- If the other student threatens violence or commits a violent act, the student should contact the police, parents, and the school principal.

#### **Conflict with School Personnel**

- If a student has a conflict with a school employee, the student should attempt to discuss the concern with the employee.
- If the student cannot discuss the issue with the employee, the student should contact the campus principal, school counselor, or parents for assistance.
- If a student believes a school employee is violating school rules or the law, the student should contact their parents and the campus principal.

### **Conflict with School Rules or School Procedures**

- If a student believes that a school rule or procedure violates the student's constitutional right or is unfair, a student's first contact is with the school principal. Following that contact, if a student still disagrees, the student should contact parents for assistance. If the student and parent cannot resolve the matter at the campus level, they should contact the Office of Student Services 817-547-5790 for guidance.

### **Counseling Services**

A professional school counselor is available on each elementary campus to guide students toward success in the areas of academic achievement, personal and social development, and college and career awareness. Professional school counselors work to develop school-based guidance and counseling programs that best meet the needs of students on their campuses. Guidance and counseling services are generally provided through classroom guidance and small group lessons emphasizing academic excellence, relationships, peer pressure, bully prevention and virtues. School counselors also coordinate services with other campus professionals, elementary crisis intervention counselors, and community resource personnel to meet the needs of students at-risk. All school counselors abide by the state professional code of ethics. Guidance and counseling services are available to any student unless specifically prohibited by written request from a parent or legal guardian. Parents and legal guardians with any questions regarding BISD guidance and counseling services or guidance curriculum are encouraged to contact the professional school counselor's office. Additional BISD guidance and counseling information, including parent education, SELF character development, SEL support and Hope Squad education is available on the instruction link of the BISD website under counseling services and in the district and campus counseling offices.

### **Credit by Examination**

BISD offers credit by examination for students in two different circumstances: **Credit by Examination (without prior instruction)**, or **Examination for Acceleration**, and **Credit by Examination (with prior instruction)**. Specific guidelines for each program must be followed as indicated below:

#### **Credit by Examination (without prior instruction):**

BISD offers two options for Credit by Examination (without prior instruction) for elementary students including grade level acceleration and grade level acceleration in mathematics (telescoping).

A Credit By Exam (CBE) application must be submitted online to the District Gifted and Talented Coordinator by the designated date. The application with dates can be found on the Gifted/Talented and Advanced Academics webpage. A criterion-referenced assessment is given prior to instruction for both grade level acceleration and mathematics telescoping. For grade level acceleration the student must score 80% or higher for the grade level he or she wants to skip in each of the following areas: language arts, mathematics, science, and social studies. The student must score a 90% or higher on a criterion-referenced test for the grade level he or she wants to skip in mathematics. In addition, a school district representative must recommend that the student be accelerated, and the student's parent or guardian gives written approval for the acceleration. Specific details may be found in EHDC (Local) BISD.

There is an established testing schedule for credit by examination (without prior instruction), and tests are administered only on the scheduled testing dates. The dates may be accessed through the



Gifted/Talented and Advanced Academics Office, campus specialist or Gifted/Talented and Advanced Academics website: [GT and Advanced Academics](#)

Additional information may be obtained in the Gifted/Talented and Advanced Academics office at 817-547-5785.

### **Credit by Examination (with prior instruction):**

Any student who has failed a course may take credit by examination to retrieve credit if that student meets the following criteria: (a) the student failed the course with a grade of at least sixty (60) or (b) in the case of excessive absences, the attendance committee has granted approval to take the exam. A grade of seventy (70) or higher is required to earn credit for the course in which the examination was attempted. Further information may be obtained in the counseling office at each campus.

### **Custody Issues**

Parents are urged to resolve their children's custody issues through the legal system and not through the school system. The schools will use the following process to determine who will have access to the child:

1. **Student Enrollment Form** – This form is used to enroll the students and is the **first indicator** of access and emergency contact with a child.
2. **Birth Certificate** – If a parent on the birth certificate, but not on the Student Enrollment Form, requests access to a child, the school will inform the parent who enrolled the child and request consent before the parent is given access to the child. If the parent who enrolls the child does not give consent then a copy of the latest Divorce Decree or Paternity Decree will be requested from both parents. The campus staff will do their best to implement the latest court document.
3. **Divorce Decree/Paternity Decree** – If a resolution is still not possible, the school will work with the Director of Student Services, who may involve BISD's attorney, parents, and the parents' attorneys in order to determine what access will be in the best interest of the child. If consent cannot be gained the school district may refer the parents back to the legal system for resolution.

These Custody Guidelines do not limit the birth parents' FERPA rights unless the Court has severed those rights.

### **Distribution of Literature to Students**

BISD no longer distributes flyers or literature directly to students but through a paperless process. See [www.peachjar.com](http://www.peachjar.com) for complete details.

### **Dress and Grooming**

The District's dress code is established in grades prekindergarten-12<sup>th</sup> to provide an atmosphere that enhances learning, teaches hygiene, instills discipline, prevents disruption, and avoids safety hazards. Students shall come to school looking neat and clean, wearing appropriate clothing, and exhibiting grooming that will promote good health and provide a safe place for students and staff.

The District prohibits pictures, emblems, clothing, or writing on clothing that is lewd, offensive, vulgar, or obscene; that depict the occult; that represent gang membership; or that advertise tobacco products, alcoholic beverages, drugs, or any other substance prohibited under school district policy.

The district also prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interfere with normal school operations. **See Student Code of Conduct for complete dress code.**

### **Emergency Drills**

(Evacuation, Lockdown, Shelter-in-Place, Relocation, Severe Weather)

Students, teachers, and other District employees shall participate in periodic drills of emergency procedures. When the notification is given, everyone in the building must respond and follow the direction of teachers or emergency officials quickly and in an orderly manner, or be subject to disciplinary action.

### **Electronic Communication Devices**

Students may utilize their personal mobile technology devices in the classroom when the teacher deems appropriate as an instructional tool for educational purposes. These devices include, but are not to be limited to, the following: cell/smart phones, iPhones, smartwatches, iPads, and laptops.

**Prekindergarten-5<sup>th</sup>** Students are required to keep their devices **turned off and stored away**; they may only be utilized in the classroom when the teacher deems appropriate as an instructional tool for educational purposes.

**6<sup>th</sup>-8<sup>th</sup>** Students are required to keep their devices turned off and stored away; they may only be utilized in the classroom when the teacher deems appropriate as an instructional tool for educational purposes. The students may use cell phone devices during lunchtime within the timelines deemed appropriate by campus administration.

**9<sup>th</sup>-12<sup>th</sup>** Students may use their devices during passing periods and lunchtimes unless they have violated this policy and lost the privilege as a disciplinary measure.

District employees may confiscate any electronic communication device if it clearly is not being used as an educational device in the classroom. If an electronic communication device is confiscated it shall be handed over to the campus administration no later than the end of the teacher's workday. Parents shall be notified within two school days after the electronic communication device is confiscated with an explanation for the confiscation. The electronic device may be returned to either the parent or the student. Students who violate this policy shall be subject to the disciplinary measures outlined in the Student Code of Conduct.

### **Electronic Communication Devices and State Testing**

Use of electronic communication devices during the administration of any state test (STAAR or TELPAS) is prohibited. Students are strongly encouraged not to bring electronic communication devices to the testing room. Prior to testing, students will be required to surrender such devices to the test administrator for safe keeping during testing. The device will be returned to the student after all students have completed testing. If a student is found to possess an electronic communication device during testing, student test results may be invalidated and the student may face disciplinary action.

### **Emergency School Closing/Delayed Opening Information**

School closings or delayed openings because of cold or icy weather or hazardous road conditions are announced on the District's website, electronic newsletter, Facebook, Twitter, phone message to student homes, and local radio and television stations between 5:00 a.m. and 7:00 a.m.

### **Field Trips**

Eligibility for field trips will vary according to grade level and individual program requirements. The campus principal will make final decisions in regard to eligibility. Chaperones must have a clear background check through the district and must be pre-approved prior to the field trip. This background check and approval may take up to two weeks or more. The principal is the final authority in determining who is eligible to participate in a campus field trip. Generally, the nurse does not go on field trips unless there are special education needs. Any special education need will be dealt with on a case by case basis.

### **Food**

Outside food brought during lunch is discouraged, although parents may bring food for their own child.

### **Vending Machines**

The District has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the campus administration. [See policies at CO and FFA.]

### **Fundraisers**

Student clubs, classes, organizations, and parent groups will occasionally be permitted to conduct fund raising drives. Permission must be given by the campus principal or principal's designee at least ten (10) days in advance. Except as approved by the principal or designee, fund raising shall not take place on school property. Coordination of projects between school organizations, parent organizations, and the principal is expected to avoid duplication of efforts. Door-to-door selling by students is strongly discouraged.

### **Physical Activity**

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the District will ensure that students in prekindergarten through 5<sup>th</sup> grade engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

### **Requesting Physical Fitness Results**

Annually, the District shall assess the physical fitness of students in grade 3 or higher in a course that satisfies the curriculum requirements for physical education under Education Code 28.002(a)(2)(C), using an assessment instrument adopted by the Commissioner. Parents may request, in writing, their child's physical fitness assessment results at the end of the school year. The results of individual student performance on the physical fitness assessment instrument are confidential and may be released only in accordance with state and federal law.

The District is not required to assess a student for whom, as a result of disability or other condition identified by Commissioner Rule, the assessment instrument is inappropriate. Each student must be assessed based on factors related to student health, including aerobic capacity; body composition; and muscular strength, endurance, and flexibility, unless a particular factor is inappropriate for that student because of a health classification defined in 19 Administrative Code 74.31 [see EHAA].

### **Library Services**

Each campus has a library in which students may check out library materials and access research and reference materials.

Students are encouraged to make use of the print and non-print materials available in each campus library. However, students are responsible for the proper care and the prompt return of the materials they borrow and use. Consequently, students are responsible for the replacement cost of any item borrowed if

that item is lost or damaged beyond repair.

### **Messages**

In our effort not to interrupt teaching-learning time, only emergency messages will be delivered to students. Lunch money, required homework assignments, transportation plans, etc. should be finalized before leaving home in the morning. Messages to teachers will be delivered to the teacher's mailbox or voicemail throughout the day.

### **Parties**

Parties are regulated by district policy. Teachers, parents, and students shall not plan a party unless it meets with campus policy and is approved by the school principal. Elementary may have up to three parties per year: Christmas, Valentine's Day, Spring, or the end-of-school party. The Valentine party is teacher-pupil planned. All other approved parties are coordinated through the teacher by class "room volunteers" (or designee). Each year students are requested to bring an allotted amount of money to pay for refreshments. Sibling(s) or other children should not be brought to class parties. All elementary school parties must be held on the local school campus.

### **Birthday Parties**

Birthday parties shall not be held at school, nor shall individual student party invitations be distributed at school. Party invitations may be distributed to the entire class or all the boys in the class or all the girls in a class.

Flowers, corsages, or balloon bouquets shall not be delivered to students at school by parents, fellow students, or vendors. Homecoming corsages are not to be worn at the elementary or middle school campuses.

The state legislature has passed a new provision called Lauren's Law which states: The school cannot prohibit the parent or grandparent from providing a food of their choosing to the children or grandchildren in the classroom on the child's birthday.

BISD has determined that these food products may be distributed during non-instructional times such as recess, lunch or after-school. The best time for this distribution will be determined by the campus principal.

### **Parent Involvement, Responsibilities, and Rights**

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication, and that includes parents, teachers, administrators, and the Board of Trustees. Every parent is urged to:

- Encourage his or her student to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her student and sign and return the acknowledgment form(s). A parent with questions is encouraged to contact the appropriate school administrator.
- Become familiar with all of the student's activities and with the academic programs offered in the District. Discuss with the counselor or principal any questions, such as concerns about placement, assignments, or early graduation, and the options available to the student. Monitor the student's academic progress and contact teachers as needed.
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Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her student. (See Protection of Student Rights in Appendix B section in this Handbook.)

- Parents of a student enrolled on a Title 1 campus have the right to know the professional qualifications of the classroom teachers who instruct their child. Professional qualifications

include whether the teacher is certified in the grade level or subject they are teaching, the baccalaureate degree they hold, and the field of discipline of their degree or certification. If you wish to know any information regarding the professional qualifications of your child's teacher, please make a written request to the principal.

Review the student's records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments that have been administered to his or her student (See Student Records in Exhibit B section in this Handbook).

- Temporarily remove a student from the classroom, if an instructional activity in which the student is scheduled to participate conflicts with the parent's religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency (TEA).
- Grant or deny any written request from the district to make a videotape or voice recording of the student unless the videotape or voice recording is to be used for school safety; relates to classroom instruction or a co-curricular or extracurricular activity; or relates to media coverage of the school as permitted by law.
- Become a school volunteer. For further information contact your student's principal.
- Participate in campus parent organizations. The activities are varied, ranging from band booster to district and campus planning committees formulating plans to improve student achievement. For further information, contact your student's principal.
- Attend Board meetings to learn more about district operations, including the procedure for addressing the Board when appropriate.

### **Personal Property**

Students are reminded that the school district is not responsible for any personal property that is lost or stolen. This includes electronic communication devices, contents in student and athletic lockers, school buildings, school buses, and items taken on school-sponsored trips. Protect your property: keep your locker combination to yourself, and keep your locker locked at all times.

### **Pledges**

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

### **Posters**

The principal must first approve all signs and posters to be displayed. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action.

### **Prayer**

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

### **Protection of Student Rights**

No student will be required to participate without parental consent in any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education that concerns:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating, and demeaning behavior.
- Critical appraisals of other individuals with whom the student or the student's family has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Income, except when the information will be used to determine the student's eligibility to participate in special programs, or to receive financial assistance under such a program.

Parents shall be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation. Each parent also has a right to review all instructional materials used in his or her student's classroom and to review each test that has been administered to his or her student.

### **Public Address System**

The P.A. system is to communicate general information to the classrooms. It is not for any personal use. All announcements must be approved by campus administration.

### **Registration**

Students are required to attend the school in the attendance zone determined by the primary residence of the parent, legal guardian, or person having lawful control of a student eligible for admission to BISD. Specific information relating to school attendance zones may be obtained at each campus or the Office of Student Services.

All students, upon enrolling in BISD, should be accompanied by a parent(s) and will be required to furnish the following:

1. Proof of residence.
2. Immunization records.
3. Official birth certificate (Prekindergarten through grade 1 and all first-time BISD enrollees).
4. Social Security Number or State-Approved Alternate ID last reported through PEIMS.
5. Official withdrawal form and/or report card from previous district.

### **Prekindergarten Registration**

BISD holds a district-wide prekindergarten registration in the spring and in early August. The day of district registration is based on the student's home campus. Parents may register prekindergarten students on the home campus anytime throughout the year.

### **Release of Students from School**

A student will not be released from school at times other than regular dismissal times, except with the principal's permission or in accordance with campus sign-out procedures. A student who will need to leave school during the day must bring a note from his or her parent that morning.

### **Search and Seizures**

The district shall use specially trained dogs to sniff out and alert officials to the current presence of concealed prohibited items. Trained dogs may sniff lockers, vehicles, classrooms, and other common areas at any time. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct Handbook. (FNF-Local)

### **Smoking**

Smoking or use of any tobacco products on school property or at any school-related or school-sanctioned activities, on or off school property, is illegal and students are subject to disciplinary consequences.

### **Social Events**

The rules of good conduct and grooming shall be observed for school social events. Guests (if permitted) will be expected to observe the same rules as students attending the event. The person inviting the guest will share responsibility for the conduct of the guest. Students attending a school-sponsored event may be asked to sign out when leaving before the end of event. Anyone leaving before the official end of the event will not be re-admitted.

### **Special Education Records**

Parents of a student with a disability who has been provided special education services by the district will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

### **Student Code of Conduct**

Students are responsible for conducting themselves properly in a manner appropriate to their age and level of maturity. (See **Student Code of Conduct**)

### **Student Insurance**

Beginning each school year, the district will make available to students and parents a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims through the school district insurance office. The district shall not be responsible for costs of treating injuries or assume liability for any costs associated with an injury. For further information or questions about student insurance, contact the district Insurance Office.

### **Student/Parent Complaints**

In accordance with Board policy, students or parents who have a complaint should first bring the matter up with the teacher. Usually a complaint or concern can be addressed by a phone call or conference. For complaints or concerns that cannot be handled in this manner, the district has adopted a standard complaint policy. If the outcome of that discussion is not satisfactory, then a conference with the principal can be requested. If not satisfied at that level, the student or parent/guardian can request a conference with the Superintendent's designee. For information about the Complaint Process, please call the Office of the Executive Director of Student Service at 817-547-5790.

### **For Disciplinary Appeals see BISS Code of Conduct**

Students and/or parents who have a complaint regarding possible discrimination or harassment on the basis of sex, race, etc., should contact the Office of the Executive Director of Student Services 817-547-5790. Complaints or concerns regarding students with disabilities identified to receive special education services should be addressed to the Executive Director of Student Services. Complaints or concerns regarding the placement of a student with disabilities who is not eligible for special education or about the district's programs and services available to the student should be addressed to the Associate Superintendent for Human resources, Governance and Support Services.

### **Student Records – Notification of Rights**

A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school. By law, both parents, whether married, separated or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. Applicable procedures regarding the release of records for students with disabilities will be followed.

The principal is custodian of all records of currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. Parents of a minor and students over 18 years of age have the right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents of eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where records may be inspected.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. School officials include any employees, agents, trustees of the district, cooperatives, or contractual placement facilities, as well as their attorneys and consultants, who are:

1. Working with the student.
2. Considering disciplinary or academic actions, the student's case, or a disabled student's IEP.
3. Compiling statistical data.
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. The district forwards a student's records without prior consent on request to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

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

Students over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the records, the requester has the right to a hearing and to place in the student's record a statement commenting on the information. Although improperly recorded grades may be challenged, parents and students are not allowed to contest a student's grades in a course through this process. Parents or students may complain to the Superintendent or their designee if they feel that the district is not in compliance with the law regarding student records.



Copies of student records are available at a minimal cost, payable in advance. Parents may be denied copies of a student’s records for the following reasons:

1. The student reaches age 18
2. The parent fails to follow proper procedures and pay the copying charge.
3. The district is given a copy of a court order terminating the parental rights.

If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Universities or other entities that request official copies of the Academic Achievement Record (AAR) directly from districts are responsible for obtaining authority from students for release of such records. Students may also request direct mailings of official copies to colleges or to prospective employers. An official AAR provided by the district may be differentiated from the copy given to the student or family. The words “Official Copy” imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. The district stands behind the validity of the data on the official copy of the AAR at the time it is mailed. A transcript copy should be marked or stamped “Official Copy” only at the time of its authorized release to another institution or student-approved recipient, excluding parents. Official copies of the AAR may be sent directly to colleges or prospective employers. Unofficial copies are available according to the guidelines above.

### **Summer School**

Summer school programs are offered for students in Prekindergarten and Kindergarten who are bilingual. Also, it is offered for 5<sup>th</sup> grade for remediation. Parents and/or students should contact the school counselor if interested in attending summer school.

### **State Testing Program**

The goal of the Texas assessment program is to provide all students an appropriate statewide assessment that measures and supports their achievement of the essential knowledge and skills of the state-mandated curriculum. Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced tests, as required by the Texas Education Code. All STAAR and TELPAS assessments will be administered through a state online testing platform. Students utilizing district-issued technology are required to bring the device and a charger on state testing days.

### **STAAR 3<sup>rd</sup>-8<sup>th</sup>**

The State of Texas Assessments of Academic Readiness (STAAR) is administered to students in grades 3<sup>rd</sup>-8<sup>th</sup>. STAAR results provide information about students’ academic readiness for the next instructional level. The subjects and grade levels tested in grades 3<sup>rd</sup>-8<sup>th</sup> are indicated below.

Grade 3:	Reading	Math		
Grade 4:	Reading	Math		
Grade 5:	Reading	Math	Science	
Grade 6:	Reading	Math		
Grade 7:	Reading	Math		
Grade 8:	Reading	Math	Science	Social Studies

**Students enrolled in grades 3<sup>rd</sup>-8<sup>th</sup> who are receiving instruction above their enrolled grade level will be administered a STAAR test at the level of instruction. For example, if a fifth grade student is receiving instruction in sixth grade math, the student will take the grade 6<sup>th</sup> mathematics test. STAAR may be administered online with a few exceptions for paper/pencil test. The online version provides accommodations for students who qualify. STAAR Alt 2 version is also available for students with disabilities who qualify.**

### **No “Opting Out”**

By law, all students enrolled in Texas public schools are required to be assessed with the appropriate STAAR tests during the designated testing windows. The Texas Education Code does not provide students and parents an option of not testing. The district is required to provide test materials to all students in attendance and mark test answer documents as score if students have the opportunity to complete the test. Grades 5<sup>th</sup> and 8<sup>th</sup> who do not pass the reading and/or mathematics test will receive accelerated instruction under HB 4545. This bill will go into effect on September 1, 2021 and we are awaiting updates from the Texas Education Agency. We will update this section soon with additional information.

### **TELPAS**

Students in grades K-12<sup>th</sup> that have been identified as an English Learners (ELs) are required to be assessed yearly through the Texas English Language Proficiency Assessment System (TELPAS) developed by the Texas Education Agency (TEA) to meet state and federal requirements. In grades K-1, TELPAS includes holistically-rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. In grades 2<sup>nd</sup>-12<sup>th</sup>, TELPAS includes online reading and listening and speaking tests and holistically-rated student writing collections.

TELPAS Alternate assessment is for students in grades 2<sup>nd</sup>-12<sup>th</sup> with the most significant cognitive disabilities who cannot participate in the general TELPAS assessment, even with allowable accommodations. TELPAS Alternate was developed for by TEA to meet the federal requirements mandated under the Every Student Succeeds Act (ESSA), which requires states to administer an alternate English language proficiency (ELP) assessment for English learners (ELs).

### **Electronic Communication Devices and State Testing**

Use of electronic communication devices during the administration of any state test (STAAR/EOC or TELPAS) is prohibited. Students are strongly encouraged not to bring electronic communication devices to the testing room. Prior to testing, students will be required to surrender such devices to the test administrator for safe keeping during testing. The device will be returned to the student after all students have completed testing. If a student is found to possess an electronic communication device during testing, student test results may be invalidated and the student may face disciplinary action.

### **Test Security**

Receiving or giving unauthorized assistance during a state test is considered cheating, and may result in the invalidation of test results and result in disciplinary action at the discretion of the campus administration.

### **Distractions during Testing**

Any personal devices that may distract other students (e.g. fidget spinner) are prohibited from use during testing, unless such use was previously approved by an appropriate decision-making committee, such as ARD or 504.

### **Test Results**

Students and parents must be informed of student performance on state assessments within 10 days of receipt of results from the state testing vendor. STAAR Report Cards (SRCs) for state assessments are made available to families through the Skyward Parent Access/Parent Portal. Parents and guardians may also access historical test results through the secure Student Portal from TEA are available at [www.texasassessment.com](http://www.texasassessment.com). There are two ways to access the results. If you have the access code from a previous STAAR/EOC assessment, you may enter the code and your child’s date of birth. If you do not have an access code, click on “find my access code” and enter the information requested (student’s first name, SSN or S-Number (state I.D.) and your child’s date of birth).

## Student and Parent Agreement for the Responsible Use of the District’s Electronic Communications System

### Responsible Use of Technology

To prepare students for an increasingly technological society, the District provides technology for instructional purposes. District computer technology includes computer workstations, Chromebooks, iPads, third party accounts (such as *Google* Education Suite and Apps) applications, databases, library catalogs, online resources, Wifi/Internet access, email, and other technologies designated for use by students. This also includes any access to the Birdville ISD electronics system while on or near school property, in school vehicles, and at school-sponsored activities. Use of the resources is restricted to students working under a teacher’s supervision and for approved purposes only. With this educational opportunity comes responsibility. It is important that students and parents read the Birdville ISD *Responsible Use Guidelines for Technology* (see below). Acceptance of the Student Handbook indicates student and parent agreement regarding use of technology resources. Violations of this agreement may result in withdrawal of privileges, school disciplinary action, and civil and/or criminal prosecution. Students and their parents should be aware that e-mail and other electronic communications and, if applicable, text messaging and social media using district provided resources are not private, will be monitored by district staff, and are subject to Open Records requests.

### Birdville ISD Responsible Use Guidelines for Technology

The mission of Birdville ISD (BISD) is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments. The district provides ongoing digital citizenship instruction in order for students to use technology to achieve this mission in a safe and secure environment. Information and Communication Technology is an integral part of BISD’s curriculum across all subject areas and grade levels. It is implemented in developmentally appropriate ways and aligned to the competencies listed in the district’s Portrait of a Graduate which includes seeking opportunities to learn and grow in response to an ever-changing world; communicating effectively through authentic reading, writing, listening, and speaking; solving problems through collaboration, critical thinking, creativity and innovation; demonstrating ethical behaviors, exhibiting integrity, respect and accountability; and exhibiting academic, technological, and workplace competence within a global environment.

I understand that using digital devices (whether personal or school owned) and the BISD network is a privilege, and when I use them according to the Responsible Use Guidelines I will keep that privilege. All members of the Birdville Independent School District’s community agree to follow the BISD code of conduct, school rules, and commit to the following responsible use guidelines.

I will:

- Use digital devices, networks and software in school for educational purposes and activities
- Keep my personal information and that of others private including home/mobile phone number, mailing address, and passwords
- Show respect for myself and others when using technology including social media
- Give acknowledgement to others for their ideas and work
- Report inappropriate use of technology immediately

**T** - Think about privacy before posting

**R** – Recognize others’ work and ideas

**U** – Unleash learning with technology

**S** - Stand up to inappropriate use

**T** – Treat myself and others with respect

The Responsible Use Guidelines will be reviewed each school year along with students and teachers and will provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship and ethical use of technology.

**Birdville Elementary Students will:**

**Go Places Safely** – Staying safe online is similar to staying safe in the world. Students will choose safe, age-appropriate sites with the guidance of their teachers.

**Staying Safe Online** – BISD has filters in place to help steer students clear of inappropriate content; however, students may encounter some inappropriate information. Students will contact their teacher if they encounter a website that could be inappropriate.

**Communicating Safely Online** – There are many great ways to collaborate online. Either via discussion boards, posts, comments, chat, email, etc. With that collaboration, comes caution.

**Students will not do any of the following:**

- Post private information (such as full name, address, phone number, etc.) without the permission of a trusted adult;
- Share passwords or usernames;
- Post negative or harassing comments;
- Impersonate another student or use another student's account

**Digital Citizenship** – The internet is a powerful community of connected people. That connection requires levels of responsibilities to one another. Part of being a good digital citizen is using technology in a responsible, appropriate way. Below are some specific areas to address with elementary-age children.

**Email etiquette** – Students may have access to a school email account after receiving basis training on email etiquette. Please know that all email can be viewed by teachers, administrators or parents. Email should be written with thought of the audience and purpose. Abuse or misuse of district email may require disciplinary action.

**Commenting Responsibility** – Students will be able to make comments on age-appropriate websites or collaborative online workspaces. These comments, like anything else on the internet have a certain amount of digital permanence. Students will display respect and thoughtfulness online by not posting comments that are negative, inappropriate, or personal about others or themselves.

**Digital Footprints** – Information you post on the internet can affect your future. The internet can be powerful collaborative tool, but any information you post on it is accessible by anyone. If you have question about posting something, you should always consult with your teacher or parent before posting.

**Digital Ethics** – Students will use the internet and digital tools to produce content for the classroom. Students will not present work of others as their own work (known as plagiarism) There may be times when other students have left their own work on a computer or that students will collaborate on a digital project. Students will not delete or damage other students' work intentionally. Students will ask for permission prior to posting videos or photos of other students and staff. When working on projects or any other work with online resources, students will follow copyright and creative commons laws.

**Cyberbullying** – Cyberbullying is the use of digital technologies or mobile devices to harass, threaten, embarrass or torment another student. This can happen both directly and indirectly. Students will practice "think before you send" and will report any cyberbullying they become aware of to a trusted adult.

### **Examples of Inappropriate Use**

*(Please note this list is not exhaustive and only includes some of the most common examples)*

- Purposefully opening, viewing, using, or deleting files belonging to another system user without permission.
- Downloading or plagiarizing copyrighted information without permission from the copyright holder.
- Gaining unauthorized access to restricted information or network resources.
- Engaging in cyberbullying such as use of any Internet-connected device for the purpose of bullying, harassing, or intimidating another student. This includes, but may not be limited to sending or posting messages, photos, video, and/or fake websites/profiles.

Questions about the responsible use of technology should be directed to campus administration or to the Chief Technology Officer.

### **Termination of System User Account**

The district may deny, revoke, or suspend specific user's access to the district's system with or without cause or notice for lack of use, violation of policy or regulations regarding acceptable network use, or as a result of disciplinary actions against the user.

### **Telephone**

Students will be permitted to use office phones on an "emergency-only" basis, with the permission of an office staff member. In an effort not to interrupt teaching-learning time, only emergency messages will be delivered to students. Lunch money, required homework assignments, transportation plans, etc. should be finalized before leaving home in the morning.

### **Textbooks**

According to state law, each student and his/her parent shall be responsible to the teacher for all books, materials, or electronic communication devices not returned by the student. Any student failing to return all materials shall forfeit his right to free materials until the materials previously issued but not returned are paid for by the parent. Lost materials shall be paid for by parents on the basis of the net contract price to replace them. Students are responsible for the proper care of all books, materials, and electronic communication devices. Replacement/repair costs will be levied against damaged materials.

### **Withdrawal Procedures**

When a student withdraws from school, the parent must notify the office. Please specify the reasons for withdrawal and the final day the student will be in attendance. When possible, at least two days' notice should be given to allow time for the teachers to compute grades and clear all records.

### **Transfers**

According to state law and BISD Board Policy students can transfer from one campus to another based on the chart below. The primary way that students are transferred in BISD is Open Enrollment Student Transfers. All transfers in BISD must be approved by the Executive Director of Student Services, please refer any questions to the Office at Student Services at 817-547-5790.

## **Explanation of Types of Student Transfers**

<b>Type of Student Transfers</b>	<b>Board Policy</b>	<b>Explanation</b>
@ # Open Enrollment	FDB (LEGAL) FDB (LOCAL) DEB (LOCAL)	This process is the primary way that students move from one campus to another. This is an application process and must be completed in April or August. Additional information can be found on the Student Services website.
Overflow Transfer	Administrative Regulations	This process is used in grades K-4 when the grade level numbers exceed 24:1. In these cases the campus will work with a paired campus and the Director of Student Services to determine the appropriate placement. If BISD determines the new campus is more than 2 miles from the home, BISD will provide transportation until the end of the current school year based on parental request.
# Administrative Transfer	FDB (LEGAL) FDB (LOCAL)	This transfer is done when a student has a severe medical or psychological need and is requested by a medical professional such as: psychologist, psychiatrist, or licensed professional counselor who has seen the student for more than 30 days. This request must be made in writing from the medical professional to the Director of Student Services.
# @ Low-Performing Schools  # @ PEG  # @ Schools that do not meet AYP	FDB (LEGAL)  FEAA  (LEGAL)	If a school is low-performing, PEG, or does not meet AYP, the parents will be provided an opportunity to transfer as required in the Texas Education Code. Parents will be notified in writing if their children qualify for one of these transfers with information about how to request a transfer.
# Victims of Bullying  Or	FDB (LEGAL)	A parent or guardian may request that a student be transferred from a classroom or school when the campus administration has documented that a case of bullying has occurred. The request for a change of classroom must be made to the campus principal, and the change of campus should be made to the Director of Student Services.
Those who have engaged in bullying		If the student has engaged in bullying the campus administration will work with the parents to make a decision that is in the best interest of the victim, the person doing the bullying and the campus. The director of student services will serve as the superintendents' designee and assist with this decision if needed.

\*Forms provided by BISD for parents to complete prior to campus or administrative approval

#Request must be made in writing to campus or student services @ Timelines may limit year round transfer

<b>Type of Student Transfers</b>	<b>Board Policy</b>	<b>Explanation</b>
Homeless Students	FD (LEGAL) FDC (LOCAL) FDC (LEGAL)	A student who meets the homeless qualifications of the McKinney-Vento Act may attend the campus where they reside or the campus they were enrolled in when becoming homeless. The law provides that homeless students may enroll in any school district. The district will determine the campus the student will attend. A student will not be provided transportation unless it is their school of origin when they became homeless.
* Grandparent enrollment	FD (LOCAL)	A student may transfer into BISD if they live outside of the District boundaries and the grandparent resides inside BISD and provides significant childcare after school.
# Sexual Assault Transfer	FDD (LOCAL) FDD (LEGAL)	A student who has been the victim of a sexual assault and attends the same campus as the assailant may request a transfer to another school.
# Persistently Dangerous Schools	FDD (LOCAL) FDD (LEGAL)	If a student attends a persistently dangerous school as defined by TEA they may request a transfer to another campus through the Director of Student Services.
# Transfer of Assailant	FDD (LEGAL)	The parent or guardian of a student who has been the violent or sexual assault may request the transfer of the assailant to a different campus.
# Transfer Special Education Household Member	NEW LAW FDB (LOCAL) Will be coming in TASB Board Updates	If a student is receiving special education services at a campus outside his or her attendance zone the parent or guardian may request that another 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.
# Transfer of Multiple Birth Siblings	HB 314 FDB (LOCAL)	A parent of multiple birth siblings may request that they be placed in the same classroom or in separate classrooms. The request must be granted, unless it would require the district to add an additional class to the grade level of the siblings. At the end of the first grading period following enrollment, the principal may determine appropriate placement if, after consultation with the teachers in each of the siblings' classrooms, the principal determines that the assignment is disruptive to the school. If the parent does not agree with the principal's decision the parent may appeal the decision, in accordance with FNG (LOCAL); however, during the appeal, the students would remain in the classroom(s) requested by the parent.

### **Videotaping of Students**

For safety purposes, video/audio equipment may be used to monitor student behavior on buses and in common areas of each campus. Students will not be told when the equipment is being used.

A video remains a safety video and may only be viewed by BISD school personnel or appropriate local emergency personnel. Parents may view the video based on Administrative Regulation FO (LOCAL).

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

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

### **Videotaping of Students, Teachers and other School Employees**

The recording of a person's voice or image without consent is strictly prohibited. A student shall not record the voice or image of any person by any electronic method, while on school property, or in attendance at a school-sponsored or school-related event, without the express consent of the person. For purposes of this provision, an "electronic method" of recording the voice or image of a person includes, but is not limited to, the use of a video recording device, audio recording device, or camera. Unauthorized recording of a person shall be addressed under the Student Code of Conduct, and may result in disciplinary consequences including possible restrictions on the student's use of district technology resources.

### **Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures.

Parents and guardians may request a classroom visit with a 24 hour notice and require principal and teacher approval. The visit should be limited to no more than 45 minutes in order to cause the least amount of disruption to the individual classroom. Any classroom disruption will lead to an immediate removal from the classroom.

Non-parents or guardians having business or visiting a school campus during a regular school day must register with the administrator of that campus and state their business or whom they would like to see. The administrator shall have the right to deny visits that might infringe on the operation of the school. Students' friends from other schools will not be allowed on campus during the school day.

State Law requires the district to verify whether the visitor is a registered sex offender, using the Department of Public Safety database. The campus procedures require that visitors show a government-issued form of identification containing the person's photograph. The district is also permitted to store information on visitors for the purpose of district security.

### **Volunteer Program**

The volunteer program is an important source for gaining parental/community involvement in the educational process. Volunteers provide a variety of direct services at the local campus or in district programs, and those serving, as direct service volunteers are immune from civil liability to the same extent as a district employee under Education Code §21.912. Interested parents and community members are encouraged to contact the principal to receive information about participating in the Partners in Education (PIE) program. Prospective volunteers must attend a volunteer orientation, which is held on each BISD campus. Prospective school volunteers are required to sign a statement of consent allowing the district to obtain their criminal history record.



## **Student Wellness and Health Services**

### **Communicable Diseases**

A principal shall exclude from attendance any child having or suspected of having a communicable disease designated by the commissioner of health as cause for exclusion. Any child excluded for reason of communicable disease may be readmitted, as determined by the health authority, by:

1. Submitting a certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-communicability in a school setting;
2. Submitting a permit for readmission issued by a local health authority; or
3. Meeting readmission criteria as established by the commissioner. (25 TAC 97.7(b)–(c))

Examples of communicable diseases are: mumps, measles, scarlet fever, scarlatina, impetigo, ringworm, pinkeye, whooping cough, and chickenpox.

**Keep Your Child at Home When:** Child has a temperature of 100 degrees Fahrenheit or 37.7 degrees Celsius or higher, has diarrhea or vomiting has a rash of unknown origin, has red, runny eyes or wakes up with eyes “glued” shut, child complains of ear pain with or without fever.

**Your Child May Return When:** Fever free for 24 hours without the use of Tylenol or other fever reducer, is free of diarrhea and vomiting for 24 hours, rash is no longer visible, eyes are no longer red, ear is no longer hurting or the child has been cleared by a health care professional to return to public school.

### **Food Allergy Information**

Contact your school nurse if your child has a severe food allergy. On enrollment, the District requests the parent to disclose whether the child has a severe food allergy that, in the judgment of the parent or other person with legal control, should be disclosed to the District to enable the District to take any necessary precautions regarding the child's safety. A “severe food allergy” means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion or skin contact that requires immediate medical attention. (Education Code 25.0022(a); BISD Board Policy FD Legal)

Discuss your child's diagnosed severe food allergy with your school nurse so that an individualized health plan, emergency action plan, food allergy action plan and Section 504 referral can be developed, as appropriate. Training, as necessary, for employees, will be implemented for students at risk for anaphylaxis. (BISD Board Policy FFAF Local)

### **Head Lice**

When the school nurse confirms the presence of live lice, the District shall exclude the student from school until the student has received one treatment with an FDA approved medicated shampoo or rinse, as verified by the student's parent. The nurse shall provide the student's parent with information regarding appropriate treatment and prevention of head lice transmission. (BISD Board Policy FFAA Local) The parent of each child assigned to the same classroom as the child with lice not later than the fifth school day after the date on which the administrator or nurse, as applicable, determines or becomes aware of the fact will be provided written or electronic notice which includes the CDC's recommendation for treatment and prevention of lice. (Senate Bill 1566, TEC Ch 38; sec. 38.031)

## **Immunizations**

Each child shall be fully immunized according to the Texas Department of State Health Services (TDSHS) immunization schedule. The vaccine requirements apply to all student entering, attending, enrolling in, and/or transferring to the District. (25 TAC 97.61, 97.63)

Exceptions may include medical reasons documented by a physician or reasons of conscience, including a religious belief, documented on an affidavit from the TDSHS. (TAC 97.62)

The TDSHS immunization requirements and procedures for claiming an exemption from immunization requirements are posted on our District's website. (Education Code 38.019)

## **Medication**

All medication show be given outside of school hours, if possible. Only medication which is required to enable a student to stay in school may be given at school. Three times a day medications can be given before school, after school and at bedtime. The initial dose of medication must be administered at home, doctor's office, or hospital. If necessary, medication can be given at school under the following conditions:

1. Prescription medication must be accompanied by a signed physician's order. The physician must be a licensed to practice in the United States of America.
2. All medication (including prescription and over-the-counter) must be:
  - a. Provided by the parent.
  - b. Transported by an adult.
  - c. In its original, properly labeled container.
  - d. Accompanied by a specific written request signed by the parent/legal guardian.
  - e. Placed in a locked cabinet in the nurse's office.
    - (a) Emergency medications will be placed in the nurses office and will be accessible to staff at all times during the school day.
    - (b) Students whose doctor considers them sufficiently responsible must have a signed request for them to carry an inhaler, insulin or anaphylaxis medication on their person.
      - 1) The student must demonstrate to the nurse competent use of the device and or medication.
      - 2) A second inhaler, insulin or anaphylaxis medication should also be kept locked in the nurse's office.
      - 3) If a student allows another person to use the medication, the privilege will be revoked.
  - f. Administered by a school nurse or by a non-health professional designate of the principal and/or school nurse.
3. Sample prescripton and alternative medicine must be labeled with the child's name and accompanied by a signed Texas Board Certified physician's order. When ordered, alternative medication must be accompanied by a patient information sheet listing its ingredients, actions and side effects. Herbal substances or dietary supplements provided by the parent/legal gaorgan will be administered only if required by the individualized education program or Section 504 plan of a student with disabilities.

Emergency medication will be provided, as part of the Emergency Protocol, by the District. Medications on the Emergency Protocol may include the name brand or equivalent of the following: Albuterol 0.083% Solution, Benadryl and Epinephrine (Epi-Pen). Written notification from a parent or guardian of the student that the student has been diagnosed as having asthma and stating that the school nurse may administer prescription asthma medicine to the student at a school campus must be on file prior to the use of Albuterol 0.083% solution. (Education Code 38.201, epinephrine auto-injectors and asthma medicine).

Topical medication will be provided, as a part of the First Aid protocol, by the District. Medications on the First Aid protocol may include the name brand or an equivalent of the following: Anbesol, Blistex, Calamine Lotion/Gel, Chloraseptic Throat Spray, 1% Cortisone Cream, Saline Eye Wash, Triple Antibiotic Ointment or Visine. Contact your child's school nurse if you object to the use of the topical medications.

Sunscreen may be carried by students while on school property or at a school-related event to avoid overexposure to the sun if the product is approved by the FDA for over-the-counter use. (Education Code 38.021)

### **Meningitis**

What is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. Viruses, parasites, fungi, and bacteria are the main causes of meningitis. Most people with viral meningitis recover fully and there is usually no need for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious. If diagnosed early and treated promptly, the majority of people make a complete recovery. In a few cases it can be fatal, or a person may be left with a permanent disability.

How is Bacterial Meningitis spread?

Germs are spread when people exchange saliva (such as kissing, sharing drinking containers, utensils, or cigarettes). The people most at risk are college freshmen who live in dormitories. Vaccines are recommended for young children, college freshmen and adults over age 64.

What are the symptoms of Meningitis?

Children (over 1 year old) and adults with meningitis may have

- Severe headache
- High temperature
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion

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. In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin.

How to prevent Meningitis?

Meningococcal conjugate vaccine (MCV4) is the preferred vaccine for people 55 years of age and younger. Two doses of MCV4 are recommended. As many as half the people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given. If these problems occur, they usually last for 1 or 2 days.

### **For More Information:**

- Centers for Disease Control and Prevention – [www.cdc.gov](http://www.cdc.gov)
- Texas Department of State Health Services - [Meningitis Information](#)  
(Education Code 38.0025)

### **Screenings**

All students enrolled in the District shall be screened for vision and hearing problems in prekindergarten; kindergarten; and first, third, and fifth grades before May 31 of each year. (25 TAC 37.23 (d), (f), (h)). Girls age 10 will be screened for scoliosis before the end of the school year. (Texas Health and Safety Code, Chapter 37)

The Texas Risk Assessment for Type 2 Diabetes in Children is a state-mandated program that helps assess children who may be at high risk to develop type 2 diabetes. Children enrolled in first, third and fifth grades are assessed by checking the back of the neck for a skin marker (discoloration) associated with high insulin levels. Children who are identified with the marker are also assessed for body mass index (BMI) and blood pressure. Risk assessments are issued to the parents of these children, alerting parents of the child's risk factors and encouraging further evaluation from a health professional. (Health and Safety Code 95.002)

A student may be exempt from screening if the parent submits to the District, on or before the date of vision, hearing, scoliosis or Diabetes screening, an affidavit in lieu of the record of screening stating that the vision or hearing screening conflicts with the tenets or practices of a church or religious denomination. (Health and Safety Code 95.003(b))