



STUDENT HANDBOOK

2021-2022

Due to the 85th Texas Legislature, some of the information has not been amended to meet the state's new mandates. The most accurate handbook can be found on the District's website at www.bryanisd.org.

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Lane Buban, Principal.....209-2441
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 Matthew Faldyn, Assistant Principal (A-Collins).....209-2654
 Blake Allen, Assistant Principal (Sharp-Z).....209-2545
 Nathaniel Matkin, Assistant Principal, (Con-Gon).....209-2400
 Stephanie Dillard, Assistant Principal, (Gonz-Long).....209-2430
 Shawn Ponzio, Assistant Principal (Lopez-Orta).....209-2657
 Sondra Juneke, Counselor (Jo-Mo).....209-2658
 Nicole Surley, Counselor (Gar-Joh)& NAC.....209-2506
 TaShauna Green, Counselor (Rob-T).....209-2637
 Charlie Frosen, Counselor (Ci-Garcia).....209-2612
 Corine Van, Counselor (A-Chu).....209-2558
 Justin Estes, Lead Counselor (IB & U-Z).....209-2609
 Tiffany Giffen, Counselor (Moo-Rob).....209-2644
 Attendance.....209-2404 Option 3
 Nurse.....209-2400 Option 2
 Registrar.....209-2590

James Earl Rudder High School3251 Austin's Colony, Bryan, TX 77808
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 Ebony Davis, Associate Principal209-7914
 Andy Valadez, Associate Principal209-7968
 Kellee Palmer, Assistant Principal (Es-Li).....209-7953
 Michael Watts, Assistant Principal (9-10th M-Z).....209-7936
 Jonathon Randle, Assistant Principal (11-12th A-L) ...209-7960
 Robert Casey, Assistant Principal (11-12th M-Z).....209-7917
 Regina George, Counselor (Moo-Sc).....209-7918
 Shannon Adams, Counselor (Herr-Mon).....209-7919
 Jarvellyn Robinson, Counselor (A-Da).....209-7974
 Virginia Rodriguez, Counselor (De-Hern)209-7933
 Mary Stautezberger, Counselor (Se-Z)209-7935
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 Nurse.....209-7950
 Registrar.....209-7903

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 Attendance/Registrar.....209-2791
 Nurse209-2711

Career and Technical Education Complex6753 Mumford Road, Bryan, TX 77807
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979-209-2812 * FAX 979-209-2867**Discipline Alternative Education Program (DAEP)
& Juvenile Justice Center (JJC)**

979-209-2760 * FAX 979-209-2754

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 Darren Nobles, Assistant Principal (7th-12th DAEP) ..209-2752
 Amanda Godfrey, Assistant Principal (K-6th DAEP) .209-2886

Arthur L. Davila Middle School2751 North Earl Rudder Freeway, Bryan, TX 77803
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 Rebecca Cole-Luna, Assistant Principal (Ge-O).....209-7161
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 George Beckworth, Assist Principal (5th & 6th A-K).209-6572
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 Nurse.....209-6500 Option 2

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 Sarah Oldham, Assistant Principal (Go-O).....209-6654
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 Nurse.....209-6600 Option 2

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979-209-1300 * FAX 209-1306
Grades: Pre-K-4

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Shelby Goodman, Assistant Principal 209-1319

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Grades: Pre-K-4

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Grades: Pre-K-4

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Fannin Elementary School

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Grades: Pre-K-4

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Henderson Elementary School

801 Matous St., Bryan, TX 77802
979-209-1560 * FAX 979-209-1566
Grades: Pre-K-4

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Grades: Pre-K-4

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Grades: Pre-K-4

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Diana Alderson, Assistant Principal209-1453

Anson Jones Elementary School

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Grades: Pre-K-4

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Courtney Piatt, Dean of Instruction 209-3927

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Grades: Pre-K-4

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Sul Ross Elementary School

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Grades: Pre-K-4

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Angela Jackson, Assistant Principal209-1512
Aubrey Rives, Assistant Principal 209-1503

Table of Contents

PREFACE.....	1
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES	3
TITLE I	3
PARENT AND FAMILY ENGAGEMENT	3
Working Together	8
Communicating with School Personnel.....	9
Translation Policy	9
PARENTAL RIGHTS	10
Obtaining Information and Protecting Student Rights.....	10
Consent, Opt-Out, and Refusal Rights	11
Inspecting Surveys	11
Requesting Professional Qualifications of Teachers and Staff.....	11
Reviewing Instructional Materials	12
Displaying a Student’s Artwork, Photos, and Other Original Work	12
Accessing Student Records.....	12
Granting Permission to Video or Audio Record a Student.....	13
Granting Permission to Receive Parenting and Paternity Awareness Instruction	13
Removing a Student Temporarily from the Classroom	13
Removing a Student from Human Sexuality Instruction	13
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags	14
Excusing a Student from Reciting a Portion of the Declaration of Independence	14
Requesting Limited or No Contact with a Student through Electronic Media	14
Requesting Notices of Certain Student Misconduct	14
Prohibiting the Use of Corporal Punishment	15
School Safety Transfers	15
Requesting Classroom Assignment for Multiple Birth Siblings.....	15
Parents of Students with Disabilities with Other School-Aged Children in the Home	15
Request for the Use of a Service Animal	15
Aiding Students Who Have Learning Difficulties or Who Need Need Special Education or Section 504 Services	16
Notice to Families	17
Parents of Students Who Speak a Primary Language Other than English.....	18
Accommodations for Children of Military Families.....	18
Student Records	18

Directory Information	20
Directory Information for School-Sponsored Purposes.....	20
Release of Student Information to Military Recruiters and Institutions of Higher Education	20
Participation in Federally Required, State-Mandated, and District Assessments	20
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS ..	21
ABSENCES/ATTENDANCE.....	21
Compulsory Attendance.....	21
Exemptions to Compulsory Attendance	21
Failure to Comply with Compulsory Attendance	22
Attendance for Credit.....	23
Official Attendance-Taking Time.....	24
Parent’s Note after an Absence.....	24
Doctor’s Note after an Absence for Illness	25
Driver License Attendance Verification	25
ACADEMIC PROGRAMS	25
Advanced Placement Program.....	25
Advanced Placement Capstone Diploma Program	25
Bryan Collegiate High School	25
Dual Credit Enrollment.....	25
Dual Language Programs.....	26
Transition Early Exit Bilingual Program Model	26
Gifted and Talented Identification and Criteria.....	26
Explore Academy	26
Inquire Academy.....	27
International Baccalaureate.....	27
New Arrival Center (NAC)	27
Odyssey Academy.....	27
Off Campus Physical Education.....	27
AFTER SCHOOL CARE.....	28
AWARDS AND HONORS.....	29
BAD WEATHER.....	29
BIRTHDAY TREATS / CLASSROOM CELEBRATIONS	29
BULLYING.....	29
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS.....	31

CHEATING.....	31
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN	31
CLASSROOM INTERRUPTIONS.....	33
CLASS RANK / HIGHEST RANKING STUDENT.....	33
CLASS SCHEDULES.....	34
COLLEGE AND UNIVERSITY ADMISSIONS.....	34
COLLEGE CREDIT COURSES.....	35
COMPLAINTS AND CONCERNS.....	35
CONDUCT.....	35
Applicability of School Rules.....	35
CAMPUS BEHAVIOR COORDINATOR	36
Deliveries	36
Disruptions of School Operations.....	37
Social Events.....	37
CONTAGIOUS DISEASES / CONDITIONS.....	37
COUNSELING.....	38
Academic Counseling	38
Personal Counseling.....	38
Psychological Exams, Tests, or Treatment	38
COURSE CREDIT	39
CREDIT BY EXAM—If a Student Has Taken the Course	39
CREDIT BY EXAM—If a Student Has Not Taken the Course	39
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	39
Dating Violence	40
Discrimination.....	40
Harassment.....	40
Sexual Harassment and Gender-Based Harassment	40
Retaliation	41
Reporting Procedures	41
Investigation of Report.....	41
DISCRIMINATION	42
DISMISSAL FROM SCHOOL.....	42
DISTANCE LEARNING.....	42
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS.....	43
School Materials	43

Nonschool Materials...from students	43
Nonschool Materials...from others.....	43
DRESS AND GROOMING	44
Dress for Extracurricular Activities.....	45
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES.....	45
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	45
Possession and Use of Other Personal Electronic Devices.....	46
Instructional Use of Personal Telecommunications and Other Electronic Devices	46
Acceptable Use of District Technology Resources.....	46
Unacceptable and Inappropriate Use of Technology Resources	46
END-OF-COURSE (EOC) ASSESSMENTS	47
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS.....	47
Standards of Behavior	48
FEES	48
FUND-RAISING.....	49
GANG-FREE ZONES.....	49
GENDER-BASED HARASSMENT	49
GRADE CLASSIFICATION.....	49
GRADING GUIDELINES	50
GRADUATION.....	50
Requirements for a Diploma	50
Testing Requirements for Graduation	50
Foundation Graduation Program.....	51
Personal Graduation Plans for Students under the Foundation Graduation Program	53
Certificates of Coursework Completion	53
Students with Disabilities.....	53
Graduation Activities	54
Graduation Speakers	54
Graduation Expenses.....	54
Scholarships and Grants.....	54
HARASSMENT	54
HAZING.....	54
HEALTH-RELATED MATTERS	55
Bacterial Meningitis	56

Exemptions from P.E.....	56
Food Allergies.....	55
Head Lice.....	56
HEALTH SCREENINGS.....	57
Vision and Hearing Screening.....	57
Spinal Screening.....	57
MRSA -- "Staph" Infection.....	58
Physical Activity for Students in Elementary & Middle School.....	58
Puberty Talks.....	59
School Health Advisory Council (SHAC).....	59
Seizures (All Grade Levels)	59
Student Wellness Policy/Wellness Plan (all grade levels)	59
OTHER HEALTH RELATED MATTERS	60
Physical Fitness Assessment.....	60
Vending Machines	60
Microwave Ovens	60
Tobacco Prohibited	60
Asbestos Management Plan	60
Pest Management Plan	60
HOMEWORK	60
IMMUNIZATION.....	61
LAW ENFORCEMENT AGENCIES.....	61
Questioning of Students	61
Students Taken Into Custody	62
Notification of Law Violations	62
ENGLISH LEARNERS	62
MAKEUP WORK	63
Makeup Work Because of Absence	63
DAEP Makeup Work	63
In-school Suspension (ISS) Makeup Work.....	64
Completion of Course Work	64
Completion of Course	64
MEDICINE AT SCHOOL	64
Asthma Inhalers	65

Psychotropic Drugs	65
NONDISCRIMINATION STATEMENT	65
NONTRADITIONAL ACADEMIC PROGRAMS	68
Bryan Collegiate High School.....	68
Mary Catherine Harris School.....	68
ONLINE ACADEMIC RESOURCES	69
PARTIES (Elementary and Intermediate).....	69
PHYSICAL RESTRAINT.....	69
PLAGIARISM.....	69
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE.....	69
PRAYER	70
PROMOTION AND RETENTION	70
RELEASE OF STUDENTS FROM SCHOOL.....	71
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES.....	72
RETALIATION.....	72
SAFETY	72
Accident Insurance.....	73
Drills: Fire, Tornado, and Other Emergencies.....	73
Emergency Medical Treatment and Information	73
Emergency School-Closing Information	73
General Safety.....	73
SAT, ACT, AND OTHER STANDARDIZED TESTS	73
SCHOOL FACILITIES	73
Use by Students Before and After School	74
Conduct Before and After School.....	74
Use of Hallways During Class Time.....	74
Cafeteria Services (All Grade Levels)	74
Student Meal Accounts.....	74
Meal Payment Options.....	74
Check, Money Order, or Cash.....	75
On-Line Payment Using Credit Card.....	75
Check Recovery Program.....	75
APPLICATIONS AND FAMILY/HOUSEHOLD INCOME SURVEYS.....	75
MEAL PRICES FOR 2021-22.....	75

Breakfast	75
Lunch	75
Lunch Meal Pricing	75
Low Account Balance Notification.....	76
Student Charge Policy	76
Ala Carte Purchases.....	76
Meal Service Outside of Scheduled Breakfast and Lunch Service Times	76
Special Dietary Needs (Food Allergies)	76
Library.....	76
Meetings of Non-Curricular-Related Groups.....	77
School-Sponsored Field Trips (All Grade Levels)	77
SEARCHES.....	77
District Property (All Grade Levels).....	77
Searches in General	77
Telecommunications and Other Electronic Devices.....	77
Vehicles on Campus (Secondary Grade Levels Only).....	78
Trained Dogs.....	78
Metal Detectors.....	79
Drug-Testing.....	79
SECRET SOCIETIES.....	79
SEXUAL HARRASSMENT.....	80
SPECIAL PROGRAMS	80
Bilingual / ESL / Migrant Department.....	80
Dyslexia.....	80
Special Education Services.....	80
Special Education and 504 Records.....	80
504 Child Find Notice.....	80
STANDARDIZED TESTING.....	81
PSAT (Preliminary Scholastic Aptitude Test)	81
SAT/ACT (Scholastic Aptitude Test and American College Test)	81
STAAR (State of Texas Assessments of Academic Readiness).....	81
Grades 3–8	81
End-of-Course (EOC) Assessments for Students in Grades 9–12.....	82
TELPAS (Texas English Language Proficiency Assessment System).....	82

TSI (Texas Success Initiative Assessment)	82
STEROIDS	82
STUDENTS IN PROTECTIVE CUSTODY OF THE STATE.....	83
STUDENTS WHO ARE HOMELESS	83
SUICIDE AWARENESS.....	83
SUMMER SCHOOL.....	83
SUPPLIES	83
TARDINESS	83
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS	83
TRANSFERS.....	84
TRANSPORTATION	85
School-Sponsored Trips.....	85
Buses and Other School Vehicles	85
Pre-Kindergarten Transportation	85
TRESPASSING.....	87
VANDALISM.....	87
VIDEO CAMERAS.....	88
VISITORS TO THE SCHOOL.....	88
General Visitors.....	88
Visitors Participating in Special Programs for Students.....	88
VOLUNTEERS IN PUBLIC SCHOOLS (VIPS)	88
WITHDRAWING FROM SCHOOL.....	89
Glossary	90
APPENDIX A: Acceptable Use Guidelines for Technology Resources	
APPENDIX B: Grading Guidelines	

PREFACE

To Students and Parents:

Welcome to school year 2021-2022! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Bryan ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

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

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

Both students and parents should become familiar with the Bryan ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document sent home to parents at their request, posted on the district’s website, www.bryanisd.org, or available in the principal’s office.

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

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

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

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

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

If you consent to receive information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in or disconnection of your number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. Please see Safety for information regarding contact with parents during an emergency situation.

The following forms need to be completed each school year. You will receive a link via email to complete the digital version of these forms.

1. Student and Parent Acknowledgment Form;
2. Acknowledgement of Electronic Distribution of Student Handbook and Code of Conduct;
3. Student Directory Information and Release of Student Information Form;
4. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form, if you choose to restrict the release of information to these entities;
5. Family Survey;
6. Student Consent and Parent Authorization for Participation in Bryan ISD Drug/Alcohol Screening Program (High school students only); and
7. Student and Parent Consent to participate in the School Counseling Program.

[See **Obtaining Information and Protecting Student Rights** and **Directory Information** for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy is available for review online at www.bryanisd.org as well as in the reception area of each campus.

ACCESSABILITY

If you have difficulty accessing the information in this document because of a disability, please contact Bryan ISD Administration offices.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Bryan Independent School District Student Handbook includes information on topics of particular interest to you as a parent.

TITLE I

A Title I school is one that qualifies for additional federal funds due to high numbers of students from low-income families. The goal of Title I is to narrow the achievement gap between low-income students and other students. Title I schools use the additional money to pay for extra instruction to students, teaching materials, improved curriculum, additional instructors as well as parent and family engagement activities that promote student learning and development through collaboration between the school and home.

PARENT AND FAMILY ENGAGEMENT

2020-2021 Parent and Family Engagement Policy, ESSA Section 1116

The District Parent and Family Engagement (PFE) Policy sets the expectations for parent and family engagement in Bryan ISD. It works to fulfill Bryan ISD's vision of "Children First. Always." The District seeks to collaborate with parents as full partners in the learning and development of their children through the following methods.

The District Parent and Family Engagement (PFE) Policy sets the expectations for parent and family engagement in Bryan ISD. It works to fulfill Bryan ISD's vision of "Children First. Always." The District seeks to collaborate with parents as full partners in the learning and development of their children through the following methods.

1. *Bryan ISD* will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children [Section 1116 (a)(1)].

Bryan ISD will reach out and engage in conversations with parents and families to gather meaningful feedback through Parent Leadership Team, District Educational Improvement Council (DEIC) and parent surveys. Special attention will be given to recruiting parents of children participating in Title I Programs.

2. *Bryan ISD* receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, *Bryan ISD* will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy [Section 1116 (a)(2)].
 - The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),

- The policy will establish the LEA’s expectations and objectives for meaningful parent and family involvement.

Bryan ISD parents and district personnel will meet annually in the spring to jointly review and revise our district’s PFE Policy. The role of the parents in the process will be to provide feedback and recommendations, and agree upon the updated policy. English and Spanish versions of the revised policy will be posted on the district website, the student handbook, and distributed and explained to parents at annual Title I meetings at each Title I campus. The policy will also be incorporated into the district improvement plan.

3. *Bryan ISD* will involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d) [Section 1116 (a)(2)(A)].

Bryan ISD parents and district personnel will meet annually in the spring to jointly review and revise our district’s DIP. The role of the parents in the process will be to provide feedback and recommendations, and agree upon the updated DIP. The plan will be shared with parents and the local community on the district website and will be available in the language of the home via Google translate.

4. *Bryan ISD* will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education [Section 1116 (a)(2)(B)].

Bryan ISD Director of Counseling and Asst. Director of Professional Development will provide coordination, technical assistance, and support to Title I campuses through regular meetings with campus PFE facilitators and site visits to build the capacity of PFE programs. The DEIC will be used as a resource to review and discuss strategies to work with parents for student success.

5. *Bryan ISD* will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and

local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children [Section 1116 (a)(2)(C) and Section 1116 (e)(4)].

Bryan ISD will coordinate and integrate PFE events and activities with other campus activities, including preschool programs and literacy activities, to encourage families to be involved in their child’s education, and conduct other activities such as parent resource centers and Parent Kiosks at every Title I campus for parents to access and participate in information about their child’s education and school.

6. *Bryan ISD* will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying [Section 1116 (a)(2)(D)]:

- barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions.

Bryan ISD parents and district personnel will meet annually in the spring to jointly evaluate our district’s PFE Policy. The evaluation will address:

- **Barriers to participation,**
- **Needs of parents to assist in their child’s learning, and**
- **Strategies to support successful school-family interactions.**

The role of the parents in the process will be to provide feedback and recommendations in designing strategies for more effective PFE.

7. *Bryan ISD* will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies [Section 1116 (a)(2)(E)].

Bryan ISD will use findings from parent feedback and recommendations from DEIC meetings and parent surveys to help design and implement evidence-based strategies for effective parent and family engagement. The district will use the findings to revise, if necessary, the district PFE policy and plan PFE activities to support these strategies. The updated policy will be made available on the district website, the student handbook, and distributed and explained to parents at annual Title I meetings at each Title I campus.

8. *Bryan ISD* will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request [Section 1116 (a)(2)(F) and Section 1116 (e)(14)].

Bryan ISD will involve parents in the activities of the school by inviting and encouraging parents to serve on parent groups and committees, such as PTO and Parent Leadership Team. Parent Leadership Team members are selected by campus principals to represent their school. Duties of the committee include discussion and feedback on district events and input on state and federal education programs. Additionally, district personnel will provide to campus PFE facilitators information on Title I, Part A and support for other types of PFE programs or services provided by schools or frequently requested by parents and families.

9. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, *Bryan ISD* shall:
 - (i) provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children [Section 1116 (e)(1)];

Bryan ISD will provide assistance to parents in understanding such topics by conducting two annual Title I meetings at each Title I campus. The first of the two meetings will be held during the first nine-weeks of school and a letter or postcard will be sent to each child's parent informing them of the dates and times.

- (ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement [Section 1116 (e)(2)];

Bryan ISD will provide materials and training to assist parents on such topics at PFE events and activities held at Title I campuses during the fall and spring semesters. Parents will be informed of the dates and times of programs, meetings and activities through newsletters, Tuesday folders, social media, Parent Link, classroom teachers and school marques.

- (iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school [Section 1116 (e)(3)];

Bryan ISD district personnel will provide training information on such topics to campus PFE facilitators to educate teachers and staff at the beginning of every school year. Parent surveys will be used to include parents in the development of these trainings. In addition, the Director of Counseling and Asst. Director of Professional Development will provide three trainings a year to campus PFE facilitators to support and train principals and teachers to promote PFE activities.

- (iv) ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand [Section 1116 (e)(5)].

As outlined in the Bryan ISD Translation and Interpretation Policy, the district will provide in Spanish, and other languages as needed to the extent practicable, vital school documents including the district PFE policy, the school PFE policy, the school-parent compact, parent's right to know letter, and PFE newsletters. Interpreters will be provided as needed for translation services, and equipment for simultaneous translation will be provided for campuses to check-out as needed for PFE activities.

parent compact, parent's right to know letter, and PFE newsletters.

Working Together

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

- Continuing to encourage your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Continuing to ensure that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Staying familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions, you may have about the options and opportunities available to your child.
- Continuing to review the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Continuing to monitor your child's academic progress and contacting teachers as needed. [See **Academic Counseling and Academic Programs.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during a designated conference period, before, or after school. [See **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. [For further information, see policies at GKG and contact the campus principal.
- Participating in campus parent organizations. Parent organizations includes: Campus Performance Improvement Committee (CPIC), Parent Teacher Student Organization (PTSO), Parent Teacher Organization (PTO), and various booster clubs.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the school principal.

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Communicating with School Personnel

Student success in Bryan ISD depends upon a successful relationship between school personnel and a student’s parent/guardian. The success of this relationship is most likely when effective lines of communication exist between the school and the home. It is the expectation of the Bryan Independent School District that a commitment to open communication exist in every area of a student’s educational experience. Parents should use the following process when communicating with BISD campuses:

Step #1 – Contact the appropriate personnel at the campus level

- Classroom issues should first be addressed with the teacher, if not pleased with the outcome it may be followed by the designated assistant principal and principal.
- Behavior or discipline issues should first be addressed to the designated assistant principal followed by the principal.
- General issues should first be addressed to the principal.

Step #2 – Contact the appropriate personnel at the district level

- Issues pertaining to curriculum and instruction for grades Pre-K-12 should be addressed to Dr. Leslie Holtkamp at 801 S. Ennis Street, Bryan TX 77803, (979) 209-1032.
- Issues pertaining to activities, enrollment, transfers, discipline, or general complaints for grades Pre-K-12 should be addressed to Dr. Brian Merrell or Crystal Goodman, Executive Directors of School Leadership 801 S. Ennis Street, Bryan TX 77803, (979) 209-1075.

Step #3 – Contact the appropriate Chief of Staff or Associate Superintendent

- Ginger Carrabine, Chief of Staff, at 801 S. Ennis Street, Bryan TX 77803, (979) 209-1016.
- Barbara Ybarra, Associate Superintendent of Teaching & Learning at 801 S. Ennis Street, Bryan TX 77803, (979) 209-1077.

Step #4 – Contact the Superintendent

- Dr. Christie Whitbeck, Superintendent at 801 S. Ennis Street, Bryan TX 77803, (979) 209-1002.

Translation Policy

Purpose

Bryan Independent School District (ISD) recognizes the crucial role that parents, guardians and families play in the education of their children. Bryan ISD encourages partnerships between the district administration, schools and families in order to share the responsibility of educating our students.

To that end, this policy is created to ensure that English learners and parents who speak languages other than English are provided appropriate translation and interpreting services so that families of diverse language backgrounds may fully participate in the education of their children.

Identification

The District will collect from parents/guardians a Home Language Survey to determine both student and parents' language needs. The survey will be provided to every household in the two (2) languages most often used between parents and children in the district.

Additionally, even if they are not identified by the Home Language Survey, parents who speak a language other than English may request translation and interpretation services for school related communications at any time following the Procedures for Requesting Services listed below.

Interpretation and Translation

Oral interpretation is provided for families whose primary language is a non-written language, whenever feasible, in order to provide language accessible information. Equipment for simultaneous interpretation of parent meetings is available for check-out by campuses.

Written translation is provided of vital school documents in Spanish. Written translation will be provided for other requested languages to the extent practicable.

Online translation is available on the district website via a Google Translate tool which instantly translates websites to over 100 languages.

Procedures for Requesting Services

Interpretation and translation services listed above are available free of cost to all District staff and students who may request such services directly from the school. Parents will receive translation and interpretation services as indicated in the preceding policies.

Additionally, parents, staff, and students may access language services for school related purposes in any of the following ways:

- Ask at the school or district office.
- Ask a teacher. • Call (979) 209-1031 during regular district business hours.
- Email a request to bisd_translator@bryanis.org.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.

- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

[For further information, see policy EF (LEGAL).]

Consent, Opt-Out, and Refusal Rights

“Opting Out” of Surveys and Activities

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]
- Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.
- The district will not provide a mental health care service to a student except as permitted by law.

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

[Also see **Removing a Student from Human Sexuality Instruction** for additional information.]

Displaying a Student's Artwork, Photos, and Other Original Work

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the district's web site, on any campus or classroom web site, in printed material, by video, or by any other method of mass communication.

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as law defines the term intervention strategy.
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

[See **Student Records**.]

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.

When video or audio record relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings, the district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's physical education classes.

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

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

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

In accordance with state law, below is a summary of the district’s curriculum regarding human sexuality instruction:

BISD uses *SHAC* curriculum for human sexuality instruction.

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

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** and policy EC (LEGAL).]

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

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

[See policy EHBK (LEGAL).]

Requesting Limited or No Contact with a Student through Electronic Media

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

Requesting Notices of Certain Student Misconduct

The parent(s) of a student involved in misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion may request a copy of any written notice regarding that misconduct for the remainder of the school year. [See policy FO (LEGAL) and the Student Code of Conduct.]

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may not be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district’s policy manual.

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by State Law. Transportation is not provided for a transfer to another campus.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance.

[See **Bullying**, policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]
- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]
- Contact the campus principal, or Executive Directors of School Leadership Dr. Brian Merrell or Crystal Goodman, (979) 209-1075 for information.

Requesting Classroom Assignment for Multiple Birth Siblings

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

Parents of Students with Disabilities with Other School-Aged Children in the Home

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

Request for the Use of a Service Animal

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

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

For those students who are having difficulty in the regular classroom, all school districts 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 and schools to meet the needs of all struggling students.

If a child is experiencing learning difficulties, the parent(s) 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 student to a variety of support options, including making a referral for a special education 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 the district must respond no later than 15 school days after receiving the request. At that time, the district 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 agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent 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 receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Dr. Catherine George, Director of Special Education

Phone Number: 979-209-2780

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Donna Willett, Director of Counseling Services

Phone Number: 979-209-1054

Additional Information:

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

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

Notice to Families

The parent Notice can be accessed in English and Spanish using the following link:

[A letter from TEA in February 2020 available on the TEA website.](#)

Parents of Students Who Speak a Primary Language Other than English

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

The designated person to contact regarding options for a child with limited English is Dr. Wanda Baker, Director of Bilingual Education, at (979) 209-1024.

Accommodations for Children of Military Families

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

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

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- **The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.**

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

- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of related duties. "Legitimate educational interest" in a student's records includes working with the student; considering

disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.

- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the campus principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences**, and **Student or Parent Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal's office, the BISD Administration Building or at www.bryanisd.org.

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

Please note:

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

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

Directory Information

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

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the student forms packet (online or printed).

Directory Information for School-Sponsored Purposes

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

Unless you object to the use of your child’s information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

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

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

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

You may request information regarding any state or district policy related to your child’s participation in assessments required by federal law, state law, or the district.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the campus principal.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

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

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

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;

- Service as an election clerk;
- Participating in an activity approved by the local school board and is under the director of a professional staff member, an adjunct staff member, or a paraprofessional staff member of the district.
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders and other students served under SPED and 504. A note from the health-care provider must be submitted upon the student’s return to campus; and
- For students in the conservatorship (custody) of the state, an activity required under a court-ordered service plan; or any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.
- As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 13 for that section.
- College visits for junior and senior students.

Junior and senior students are allowed 2 absences for college visits per year. Appropriate procedures must be followed. A student must submit to the appropriate assistant principal 7 days prior to the visit a form requesting a college visit. In order for the student to be approved to go on a college visit, the student must meet the following criteria.

- The student may not have any truancy charges for the current school year.
- The student must be classified as a junior or senior based on credits.
- The student has not already taken 2 college visits during the current school year.
- The college visit may not be taken during the time of required state assessments.

The student must provide proof of the college visit to the assistant principal within 2 school days following the college visit. Acceptable documentation of the college visit shall be verification of the visit on college letterhead. Failure to provide this signed form and proof of the college visit will result in the absence being marked as unexcused. It is the student’s responsibility to make up assignments.

Failure to Comply with Compulsory Attendance

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

Age 19 and Older

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

Between Ages 6 and 19 (Pre-K upon enrollment in school)

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

Contact the School Leadership Department, (979) 209-1075. If you have questions about your student and the effect of absences from school, please contact the facilitator or any other campus administrator.

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

If a student ages, 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

Attendance for Credit

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal. If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered. District personnel, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee. Petitions for credit or a final grade may be filed at any time the student receives notice but in any event, no later than five working days after the last day of class.

If a student is involved in a civil or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

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

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.

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

The student or parent may appeal the committee’s decision to the Executive Director of School Leadership. The decision of the executive director may be appealed to the board of trustees by filing a written request with the superintendent’s designee in accordance with policy FNG (LOCAL), beginning at Level Three.

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.

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Parent’s Note after an Absence

When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent that describes the reason for the absence within 3 school days. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older. During the school year a student may only turn in 5 notes from a parent.

Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

[See policy FEC (LOCAL).]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A Verification of Enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license and for renewal. For students who have a summer birthday, it is recommended to acquire the VOE form prior to leaving school for the summer.

ACADEMIC PROGRAMS

Advanced Placement Program (AP)

Bryan ISD is proud to offer the Advanced Placement Program. The College Board's Advanced Placement Program® (AP®) enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school. AP courses include courses in English, Spanish, French, German, calculus, biology, chemistry, world history, US history, art, computer science, government, economics, statistics, and physics. Offerings will vary between campuses. For more information about the Advanced Placement Program in general, please visit the official website at <http://www.collegeboard.org/ap/> or contact an academic counselor.

Advanced Placement Capstone Diploma Program

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. AP Capstone will begin at Rudder High School during the 2020-2021 school year.

Bryan Collegiate High School

Bryan Collegiate High School is an early college high school partnered with Blinn College and Texas A&M University. Our mission is to provide the opportunity to earn up to 60 hours of college credit free to students who are identified as 'At-Risk', low socio-economic status, first generation college students, and students from demographic groups that are historically underrepresented in higher education.

Dual Credit Enrollment

Students at Bryan High School and Rudder High School may obtain college credit and high school credit simultaneously under an agreement between Blinn College and Bryan ISD. Blinn faculty teaches the courses on a Bryan ISD high school campus and a student may also attend at the Blinn

Campus in Bryan. In order to enroll in a dual credit course, students must pass the Texas Success Initiative Assessment (unless exempted) and pay the required tuition to Blinn College before the course begins. For additional information contact an academic counselor at any of the high schools.

Dual Language Programs

Dual language is an educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. The primary goals of a dual language immersion program are:

- the development of fluency and literacy in English and another language for all students, with special attention given to English language learners participating in the program;
- the promotion of bilingualism, bi-literacy, cross-culture awareness, and high academic achievement.

Bryan ISD offers two-way dual language enrichment programs at Crockett Elementary, Henderson Elementary, and Johnson Elementary. After elementary, students have the option to continue the program at Jane Long Intermediate school. In middle school, students will have the option to enroll in advanced Spanish classes for high school credit.

Transitional Early Exit Bilingual Program Model

An early exit model is one in which English Learners (ELs) receive bilingual instruction for one to three years. In the model, ELs build initial literacy in basic academic content in their first language. During instruction, teachers use the English Language Proficiency Standards (ELPS) to develop English oral and academic language. Transition to instruction in English is accomplished rapidly, usually by the end of third grade. Exit from the program occurs between two and five years after enrollment. The transitional early exit bilingual program is located at the following elementary campuses: Bonham, Branch, Crockett, Fannin, Henderson, Jones, Kemp-Carver, Navarro, and Neal. At the Intermediate level, the transitional early exit bilingual program is located at Jane Long and Rayburn Intermediate Schools.

Gifted and Talented Identification and Criteria

Bryan ISD strives to identify and assess a wide range of students across all cultural and economic backgrounds. It is the desire of Bryan ISD that the gifted population more closely mirror the district population as state guidelines suggest. In an attempt to do this, Bryan ISD has implemented a broad screening process that occurs at all grade levels. This screening process includes several stages and tools that allow the campuses to gather information about their students.

During the first semester, student data is gathered at the district level to begin identifying those who are showing potential for giftedness and should be further assessed for gifted services. Students may also be nominated by parents, teachers, counselors, administrators, or anyone who is familiar with student's abilities or potential performance.

Explore Academy

Explore Academy is an academy for 1st – 4th grade, students are served in self-contained classrooms. Students are invited to apply in the spring of Kindergarten. Explore is committed to serve the unique needs of highly gifted students by providing a culture where learners engage in

rigorous and meaningful learning experiences that empower them to take risks, pursue passions and make a positive impact on the world.

Inquire Academy

Inquire academy is the gifted program for 5th-8th graders in Bryan ISD. Inquire Academy is open to all Bryan ISD 5th-8th grade students who are identified as gifted and is housed at Jane Long Intermediate School (Inquire 5-6) and Davila Middle School (Inquire 7-8). Students have opportunities to work with other gifted students and study in areas of their interest. Inquire 7-8 offers students the chance to earn high school credits while in middle school. Students may earn credits in foreign language, fine arts, math, PE, and science.

International Baccalaureate

Bryan High School is part of a prestigious group of campuses designated as International Baccalaureate Diploma Program schools. The IB Diploma Program is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world. With successful completion of the IB exams, a student can earn up to 24 college credit hours while simultaneously earning a high school diploma. IB Diplomas are recognized at universities around the world. Students enrolled in IB courses, whether pursuing the full diploma or course certificates, are required to take IB exams each spring.

New Arrival Center (NAC)

Newcomer programs are a fundamental and effective educational tool used by Texas schools in furthering the integration of immigrant students into content classroom environments. BISD offers a New Arrival Center (NAC) at Jones Elementary School, Jane Long Intermediate School, Davila Middle School, and Bryan High School, to provide additional academic support to the students, while acquiring English as a second language.

The NAC is an intense English language acquisition program that schedules students into three block periods. The students learn grammar, spelling, reading, speaking and writing while they are taught English Language Arts. Throughout the entire year, students continue to increase English language acquisition by attending content classes. The program is offered to students that have arrived from another country that have been in the United States for less than one year and need English language acquisition. For more information, contact the building principal.

Odyssey Academy

Odyssey is a STEM (Science, Technology, Engineering, and Math) Academy housed at Sam Rayburn Intermediate School (Odyssey 5-6) and Stephen SFA Middle School (Odyssey 7-8) that provides students with an interdisciplinary, technology-rich environment. Odyssey allows students to follow the “Mission to Mars” theme on a journey to colonize Mars throughout their four years in the program. Odyssey 7-8 offers students the chance to earn high school credits while in middle school. Students may earn credits in foreign language, fine arts, math, PE, and science.

Off Campus Physical Education

A school district may award up to two credits for physical education for approved appropriate private or commercially sponsored physical activity programs conducted on or off campus. Students must attain prior approval and get approval for each semester. Application forms may be obtained from the counselor’s office or online at bryanisd.org and must be approved by the student’s counselor, principal and the Bryan ISD Director of Health and Physical Education.

Such approval may be granted under the following conditions:

- Approved Olympic-level participation and/or competition include a minimum of 15 hours per week of highly intense, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by BISD to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
- Private or commercially sponsored physical activities include those certified by BISD to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week is required. Students certified to participate at this level may not be dismissed from any part of the regular school day.
- Timely submission of grade and attendance records to the campus registrar by the program instructor.
- Adherence to the requirements of the District Off Campus Physical Education Program guidelines.
- Applications for programs in which BISD fields a UIL team are subject to denial.
- Middle School students may not be dismissed from any part of the school day.

High School Students will receive a numerical grade at the end of each six weeks from the OCPF Site which must be submitted to the student's campus registrar. Grades from the OCPF Site will be used only to determine pass/fail. Numerical grades will not appear on the student's report card. Upon the conclusion of each semester a mark of Pass or Fail will be awarded. If passing, the student will be granted ½ credit per semester. Grades awarded by the OCPF site do not affect the student's GPA or class rank. Grades will not show up on Middle School report cards.

AFTER SCHOOL CARE

After-school care is offered for students in grades PK-6th grade through AlphaBEST Education. AlphaBEST Education is offered from the time school is dismissed until 6 p.m. each day. A variety of activities are offered, such as homework time, fitness, science and technology, drama, foreign languages, and outdoor play. A daily snack is provided. The cost of the program is as follows:

\$42 registration fee per family

\$47 per week per child for fulltime tuition (4-5 days of care)

\$42 per week per child for part time tuition (3 days or less)

\$122 for a 10 visit punch pass (prepaid drop in care, 2 limit per semester)

\$32 "Full day" for Holiday (7:00 am to 6:00 pm) per day

\$132 "Full week" (i.e., Spring, summer, and winter breaks) per week

AlphaBEST also offers the following discounts:

Siblings (full time only) –\$9 per sibling

Free and reduced lunch – 15%

BISD Employees – \$11.25 off per week

Fees are payable online or via bank/credit card draft or money order. Further information about the program is available at (979) 209-7086 or (979) 209-7085 and at www.alphabest.org. Please visit the website to register online. The AlphaBEST Education office is located at: 1920 N. Earl Rudder Freeway.

AWARDS AND HONORS

Each campus has celebrations and recognitions that are unique to the campus. Please visit with the campus administrator for detailed information.

BAD WEATHER

If school must be closed early or opened late, announcements will be made as soon as possible on area radio and television stations. Make-up days are mandatory school days. Guidelines for absences apply to make-up days. If the start of the school day is delayed, bus schedules may also be delayed.

BIRTHDAY TREATS/CLASSROOM CELEBRATIONS

Birthdays are very important to children. Foods otherwise restricted by the district's wellness policy are permitted as birthday treats as long as the treats are provided after the students have eaten their lunch. Teachers must be notified in advance if parents are planning to bring a treat for the class.

Parents, guardians, and students are encouraged to be mindful of food allergies (e.g. peanut, tree-nut, soy, gluten, etc.) when providing snacks for birthday treats and classroom celebrations. Always check with your child's classroom teacher to confirm the presence of any food allergies in your child's classroom. It is recommended that all treats be store-bought and pre-packaged since this makes it easier to identify food allergens.

[Also see **Food Allergies**]

BULLYING

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

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.
- A single significant act and/or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involve; engaging in written or verbal expressions, expression through electronic means, or physical conduct.
- Has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, damaging a student's property, or

placing a student in reasonable fear of harm to the student's person or a damage to the student's property.

- Sufficiently severe, persistent and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school or infringes of the rights of the victim at school including cyberbullying.

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

In some cases, bullying can occur through electronic communication, called "cyberbullying." This applies to bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property. Bullying can occur on a publically or privately owned transportation being used to transport students to or from school or a school-sponsored or school-related activity.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention or by submitting a report through the "**B-Safe**" link which can be accessed online at the bryanisd.org website. The campus administration will investigate any allegations of bullying or other related misconduct.

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

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request a victim transfer to another classroom or campus within the district. [Also see **School Safety Transfers.**]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site.

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

[Also see **Dating Violence, Discrimination, Harassment, and Retaliation, School Safety Transfers, Hazing**, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers Career and Technical Education programs in Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio Visual Technology and Communications; Business Management and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Cosmetology; Barbering; Touch System Data; Project Lead the Way; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics

Admission to these programs is based on student interest, age, and grade requirements specified by the Texas Education Agency. CTE courses are offered based on student interest, teacher availability, and available lab space. Classes with insufficient enrollment may not be offered. If the number of students eligible to enroll in a course, exceeds the limit, a lottery system will be used to determine who will be enrolled. Some courses have lab fees, dress requirements, and safety policy requirements. Check with the campus counselor for more information on specific course requirements.

Bryan ISD policy prohibits discrimination on the basis of race, color, national origin, gender identity, sexual orientation, home language, or disability in its career and technology programs, service, activities, and employment as required by Title VI of the Civil Rights Act of 1964, as amended, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended.

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

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

CHEATING

Cheating shall be defined as giving or receiving information or help on a test; possession of any unauthorized material during a test; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, or accessing a teacher edition. Plagiarism, the use of another's ideas or products as one's own, shall also be defined as cheating. Plagiarism is any failure to give credit for information found and used. It may involve word-for-word copying, paraphrasing, or simply using information. The penalty for cheating will be a zero for work involved and the student will be subject to other appropriate disciplinary action as prescribed by the Bryan ISD Student Code of Conduct and Board policy.

CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to

make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

[See Dating Violence, Discrimination, Harassment, and Retaliation]

Warning Signs of Sex Trafficking (All Grade Levels)

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Anyone who suspects that a child has been or may be abused, sex trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in

your county, see Texas Department of Family and Protective Services, Programs Available in Your County.]

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet
- Kids Health, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children

CLASSROOM INTERRUPTIONS

The school day should not be interrupted needlessly. Therefore, we ask students and parents to observe the following guidelines:

- If a student must leave school during school hours, a note from a parent or guardian must be sent to the attendance office. The note should state the time the student will be picked up. Approval from the attendance office is necessary before a teacher may allow a student to leave. Anyone who picks a student up during the day may be asked for identification. The student must come to the attendance office to meet the adult who will dismiss them from school.
- Anyone who wishes to contact a student must go to the front office. Only emergency telephone messages will be delivered.
- If parents bring lunches, money, or supplies to school, they must leave them in the front office.
- Plans for after school should be made ahead of time. If parents change after-school arrangements, they should send a written notice by note, email, or fax one hour prior to the end of the school day. Without written notice, the student will follow their designated schedule and release routine.
- Floral arrangements, singing telegrams, balloons, etc. will not be delivered to the classroom during the school day.
- Party invitations will not be distributed at school.
- If parents wish to speak with a teacher during the day, they should call the school front office. The teacher will return the call as soon as possible.

CLASS RANK / HIGHEST RANKING STUDENT

Students beginning high school for the first time in fall of 2013 will receive both an un-weighted and weighted grade point average and the student's rank in class will be determined by the weighted GPA.

1. Un-weighted GPA will include all courses that receive state credit, excluding correspondence courses, credit-by-examination, off campus physical education substitutions, and P.E. substitutions. All courses will have the same weight and be calculated on a 100-point scale.
2. Weighted GPA will include all core courses (English, Math, Science, and Social Studies), languages other than English and any other AP or IB course. The weighted GPA will be calculated on a weighted 4.0 scale. Pre-AP and Honors courses will receive one extra point and AP, IB and approved college level courses receive two extra points. Extra points are used only for calculation purposes and are not reflected in the posted grades on a student's transcript.
3. Rank in Class is based on the student's weighted GPA. Rank in class will be used in determining honor graduates and to designate the highest ranking student for graduation. This rank will take place at the conclusion of the fall semester of the student's senior year.

The valedictorian will be named following the final calculation, which will take place when all grades are complete and will be formally announced in mid-June.

[For further information, see policy EIC.]

CLASS SCHEDULES

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

COLLEGE AND UNIVERSITY ADMISSIONS

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

- Distinguished level of Achievement under the Foundation Graduation Plan.
- Satisfies the ACT College Readiness Benchmarks as determined by University of interest.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2020 terms or Spring 2021 term, the University will admit the valedictorian or the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of the class.

Upon a student's registration for the first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic

admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the campus school counselor or Go Centers for further information about automatic admissions, the application process, and deadlines.

[See also **Class Rank/Highest Ranking Student** for information specifically related to how the district calculates a student's rank in class].

COLLEGE CREDIT COURSES

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Blinn College and Texas A&M University;
- Enrollment in courses taught at the following institutions in the district: Bryan Collegiate High School, Rudder High School and Travis B. Bryan High School.
- Certain CTE courses.

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

COMPLAINTS AND CONCERNS

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

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG (LOCAL). In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and

consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

The B-Safe app is part of Bryan ISD's safety and security additions for the 2018-2019 school year and beyond. Parents, staff and students are encouraged to follow a "see something, say something" mindset in anonymously reporting suspicious behavior to a 24/7 report team, who will notify law enforcement if necessary.

The app is tied to Crime Stoppers and will allow the person who reports suspicious behavior to communicate directly with the B-Safe support team to clarify or gather more information.

- Use the B-Safe app, website or Brazos County Crime stoppers tip line to deliberately provide false information or accusations. Please note: The information that you provided on the tip form must be true and correct to the best of your knowledge. The deliberate provision of false information may be investigated and potentially prosecuted by law enforcement and is subject to the BISD student code of conduct.

CAMPUS BEHAVIOR COORDINATORS

By law, each campus has a Campus Behavior Coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator at is available on the district's website at <http://www.bryanisd.org> and is listed below:

Tommy Roberts – Bryan Collegiate HS	Kimberly Giesenschlag – Stephen F Austin MS
Gloria Garcia-Rhodes – Bonham Elementary	Lane Buban – Travis Bryan HS
Amy Bruner – Mary Branch Elementary	Bridget Cooper – Bowen Elementary
Sara Rueda – Arthur L Davila MS	Debi Ehrhardt – Crockett Elementary
Daniella Garza-Ramirez – Henderson Elementary	Desiree Caperton - Fannin Elementary
Amy Thomman – Johnson Elementary	Amanda Wells – Sam Houston Elementary
Alison Boggan – Kemp/Carver Elementary	Linda Montoya – Anson Jones Elementary
Karen Kaspar – Mary Catherine Harris/DAEP	Cody Satterfield – Jane Long IS
Shari Hedstrom – Mitchell Elementary	Kathy Riley – Navarro Elementary
Juanita Collins – Neal Elementary	Rebecca Ryberg – Sam Rayburn IS
Rachel Layton – Rudder HS	Danielle Legg – Sul Ross Elementary

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Middle school students may only attend social events, such as dances, sponsored by their home campus. Middle school students will not be allowed to attend social events, such as dances, sponsored by the high schools. High school students will not be allowed to attend social events, such as dances, sponsored by at any of the middle schools.

CONTAGIOUS DISEASES / CONDITIONS

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

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

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, the importance of post-secondary education and how best to plan for post-secondary education, and early graduation procedures. Each year, students in grades 8-11 will be provided information on anticipated course offerings for the next school year, completion of a personal graduation plan (PGP), including the importance of completing the distinguished level of achievement under the Foundation graduation plan, and other information that will help them make the most of academic and career and technical education opportunities.

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

Personal Counseling

The School Counseling Program is based on TEA's Comprehensive Guidance Program for Texas Public Schools. The scope and sequence of lessons is available at each campus. Lessons include the five State mandated lessons: Anti-Bullying, Drug and Alcohol Awareness, Healthy Emotions (suicide prevention), Healthy Relationships (Dating Violence) and Anti-victimization, along with positive character traits, that support the Essential Eight. The goal is to assist the development of each student in the areas of academics, career, personal and social development through guidance lessons. The school counselor is available to assist students individually with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should make an appointment at the appropriate office. If your child has experienced trauma, contact the school counselor for more information.

[Also see **Substance Abuse Prevention and Intervention, Suicide Awareness and Mental Health Support, Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence**]

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's informed written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. Contact Dr. Catherine George, Director of Special Education, with questions regarding Psycho-educational Evaluation at (979) 209-2780.

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

COURSE CREDIT

[See the Bryan ISD **Grading Guidelines** for specific information regarding course credit for students in grades 9-12.]

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

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

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

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

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. Dates for registration and the testing schedule will be available on the district website and your campus website.

Beginning September 1, 2013 a student will earn course credit with a passing score of at least 80 on the exam. If the course in which the student earned credit is an end-of-course subject area the student will not be required to take the EOC exam. District approved options include UT K12 Program, CLEP, AP, AVANT and local district assessments.

A student in the elementary through 7th grade will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies.

If a student plans to take an exam, the student (parent) must register with the principal or counselor/academic advisor. The exam will be offered a minimum of 4 times per year, the student is allowed 2 attempts to earn credit, and these attempts must be completed prior to the beginning of the school year in which the student would ordinarily be required to enroll in the course. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. [For further information, see the counselor and policy EHDB (LOCAL).]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, national origin, gender identity, sexual orientation, home language, disability, or any other basis prohibited by law.

[See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office, and at the Bryan ISD Administration Building, or at www.bryanisd.org.

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

Two types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but not be limited to, unwanted or uninvited contact, sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

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

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law.

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

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

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

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

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

DISCRIMINATION

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

DISMISSAL FROM SCHOOL

Students who walk to school should leave the school grounds as soon as they are dismissed for the day. All students must be picked up no later than 15 minutes after school is dismissed. Parents are asked to follow the established campus procedures for student dismissal. Secondary school students are not to loiter on the campus. There will be no supervision of students after that time. For more information, contact the campus principal.

DISTANCE LEARNING

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. For a fee, a student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **Extracurricular Activities, Clubs, and Organizations.**]

In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment and the requirements related to the incorporation of the EOC score into the student's final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

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

Additional distance learning opportunities available to district students. Contact your campus counselor for more information.

If a student wishes to enroll in a correspondence course or a distance-learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal or designee prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

The school newspaper and the yearbook are available to students.

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

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

Non-school Materials...from students

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

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

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

Non-school Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Director of Communications for prior review. The Director of Communications will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

DRESS AND GROOMING

The district’s dress code is established to teach grooming and hygiene, prevents disruption, and minimizes safety hazards. All students are required to wear their school-issued identification badge, including temporary ID’s, with a lanyard around their neck during the instructional day. A fee of \$3.00 will be charged to the student for replacement of a lost ID badge. If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student can be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following:

ITEM	ACCEPTABLE DRESS	SPECIAL COMMENTS AND INTERPRETATIONS
Shirts, Blouses	Shirts/blouses must be: <ul style="list-style-type: none"> • Sleeves are required on garments. • Boys’ shirts; the length of an untucked shirt must be no longer than the tip of the longest finger with the student’s hand fully extended down the side of the student’s leg. 	Students are prohibited from wearing shirts/blouses that: <ul style="list-style-type: none"> • Are sleeveless or reveal the shoulders/undergarments. • Advertise alcohol, drugs, tobacco, the occult, or gangs. • Have low-cut necklines • Are see-through apparel or clothing with holes • Have tube-tops, halter tops, spaghetti straps, half shirts, tank tops, muscle shirts, crop tops, or any shirt, which allows the navel or bra to show. Any shirt/blouse that does not come to the waistband or exposes the midriff while standing, walking or sitting must be worn with an undershirt that tucks in. • Are excessively tight.
Pants, Slacks	Acceptable pants/slacks must be appropriately sized and worn at the waist and cover all undergarments.	The following are not acceptable: <ul style="list-style-type: none"> • excessively long, large, or sag below the top of the hip line or allow undergarments to show • NO skin showing above the mid-thigh • oversized, baggy, or excessively tight • Athletic pants in grades 7 & 8 • Joggers with no sweat or jersey material, must have drawstring at waistband
Shorts/Skorts	Acceptable length must be mid-thigh or longer	The following are not acceptable: <ul style="list-style-type: none"> • Short shorts • Shorts with holes or tears • Excessively tight shorts
Dresses, Skorts, Skirts	Grades K-6 must reach mid-thigh or longer and be worn with shorts or leggings underneath. Acceptable length must be mid-thigh or longer	The following are not acceptable: <ul style="list-style-type: none"> • Short dresses, skorts, and skirts • Clothing with holes or tears • Dresses that are low cut in front/back or sleeveless • Excessively tight dresses, skorts, and skirts

Shoes	Shoes shall be worn at all times. Shoes should be appropriate for identified curricular and co-curricular activities.	The following are not acceptable: <ul style="list-style-type: none"> • House shoes, slippers, shoes with wheels • Shoes without backs in grades K-6 (PE only)
Hair, Facial Hair	Hair shall be a natural color, clean, well groomed, and worn in a manner and style that is not distracting in the learning environment. Male students with beginning facial growth must keep it neatly trimmed and groomed or must be clean-shaven.	Hair shall not be: <ul style="list-style-type: none"> • Distracting to the learning environment • Students shall not have curlers or pin curls in hair • Dyed an unnatural color in grades Pre-K - 8 • Worn to cover facial features • Full Beard
Jewelry	Earrings, hair jewelry, watches, bracelets, rings and necklaces that are not a safety hazard or a material or substantial disruption may be worn. Spacers are acceptable. One nose piercing is acceptable (7-12 grade).	The following are not acceptable: <ul style="list-style-type: none"> • Jewelry that may be identified as gang related • Chains, pocket chains, or chains attached to wallets, footwear, pants, or backpacks • Body piercings, other than earrings, including, but not limited to more than one nose rings and studs, eyebrow loops and studs, lip rings and studs, and tongue piercings.
General	School-approved uniforms for physical education, athletics, pep rallies, etc., may be worn only during the class or activity for which they are approved. For unique special events the campus administration may establish event-specific dress code requirements.	The following are not acceptable: <ul style="list-style-type: none"> • Any clothing that is gang related, or promotes violence or violation of school rules, or are lewd, offensive, vulgar, contain obscene language, sexually explicit language or images, or that materially or substantially disrupts the learning environment • Tattoos that are offensive, gang-related, or substantially disrupt shall be covered • Extremely tight fitting clothes, such as spandex or bicycle shorts • Leggings, (jeggings) as the primary garment • Hoods as a head covering inside the building • Clothing that is worn in any other way than the way it was designed to be worn • Pajamas or loungewear • Sunglasses, combs, picks, brushes, or headgear, including but not limited to hats, caps, sweatbands, bandanas, or do-rags visible during the school day • Costume contact lenses

****Students assigned to DAEP must follow dress code guidelines per DAEP handbook.**

Dress for Extracurricular Activities

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action, as specified in the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must not be visible during the instructional day, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as net-books, laptops, tablets, smart-watches, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. A parent conference is required prior to picking up the device. The parent or student may pick up the confiscated telecommunications device from the principal's office upon receipt of payment. A fee of \$15 will be charged for all confiscated telecommunication devices.

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

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

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the next school day or to contact parents to pick up the items. For safety purposes headphones/earbuds shall only be used during instruction and with the teacher's or principal's permission. Portable speakers are not allowed.

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the Acceptable Use Guidelines for Technology Resources may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property,

whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

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

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

[See Appendix A; **Acceptable Use Guidelines for Technology Resources**]

END-OF-COURSE (EOC) ASSESSMENTS

See **Course Credit, Grading Guidelines, Graduation, and Standardized Testing.**

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization.

[See <http://www.uil texas.org> for additional information.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in -- an Advanced Placement or International Baccalaureate course; or a dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English the student remains eligible for participation in all extracurricular activities. A student in Pre-AP or honor classes will be ineligible with a grade less than 65.

A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

An ineligible student may practice or rehearse.

A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

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

Standards of Behavior

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

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

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Replacement cost for student identification card and lanyard.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Damage to band/orchestra instruments.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for lost, damaged textbooks or school issued instructional materials.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

FUND-RAISING

Dependent on campus principal approval, student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal at least 3 weeks before the event. If food is involved in the fund-raising event, prior approval must be received from the campus principal and the Director of School Nutrition Services to ensure compliance with the district’s nutrition policy. Student participation in approved fund-raising activities shall not interfere with the regular instructional program. Funds shall be received, deposited, and disbursed in accordance with policy. [For further information, see policies at FJ, CFD, and GE.]

Except as approved by the Superintendent or Principal, fund-raising by the general public or public or private organizations or clubs is not permitted on school property.

GANG-FREE ZONES

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

GENDER-BASED HARASSMENT

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

GRADE CLASSIFICATION

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

Credits Earned	Classification
6	Grade 10 - (Sophomore)
12	Grade 11 - (Junior)
18	Grade 12 - (Senior)

GRADING GUIDELINES

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

Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines. The BISD Grading Guidelines is posted on the district's web site at www.bryanisd.org. See appendix B, **BISD Grading Guidelines, Graduation** below, **Course Credit**, and **Standardized Testing** for additional information regarding EOC assessments.

GRADUATION

Requirements for a Diploma

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

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

Testing Requirements for Graduation

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

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

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee,

formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[Also see **Standardized Testing** for more information.]

Foundation Graduation Program

Students in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 48.

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

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

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program With an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	4	4

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program With an Endorsement
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	.5 credit in Speech .5 Health <i>(starting with current 8th graders)</i>	.5 credit in Speech .5 Health <i>(starting with current 8th graders)</i>
Electives	3.5	5.5
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Mathematics Business and Industry Public Services Arts and Humanities Multidisciplinary Studies
TOTAL	22 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

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

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

A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program. Or a course in American Sign Language.

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

- Science, technology, engineering, and mathematics (STEM)
- Business and industry,
- Public service,

- Arts and humanities, or
- Multidisciplinary studies

Personal Graduation Plans for Students Under the Foundation Graduation Program

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

Please also review TEA's Graduation Toolkit, available here:

<http://tea.texas.gov/communications/brochures.aspx>.

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See policy FMH (LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of the IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or

whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state.

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

[See **Standardized Testing** for additional information.]

Graduation Activities

The graduation ceremony is the only school sponsored activity.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

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

[See FNA (LOCAL) and the Student Code of Conduct.]

Graduation Expenses

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

[See **Student Fees**.]

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the counselor or visit the campus Go Center for information about other scholarships and grants available to students.

HARASSMENT

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

HAZING

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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

[Also see **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

If your student has symptoms of illness at home:

- Do not send your student to school if they have vomiting, diarrhea, severe cough/cold symptoms, skin abscess, or temperature of 100 or more.
- It is recommended that students be free of fever for at least 24 hours, without fever-reducing medication, before returning to school.
- If your doctor tells you that your child has an illness that can spread from person to person, please notify the school clinic staff.
- Please make sure school clinic staffs have emergency contact phone numbers. If your number changes, please notify them as soon as possible.
- In the event that we cannot reach you or the emergency contacts you have provided, Bryan ISD reserves the right to contact local EMS or law enforcement if needed.

For the protection of all students, any student with the following symptoms will not be allowed to stay at school:

- if the student has a temperature of 100.0 degrees or more,
- is suspected of having an illness or infection that can spread from person to person,
- has a skin boil or abscess that has not been treated by a physician,
- is vomiting or has diarrhea,
- has a severe stomachache, headache or earache, or
- Is unable to remain in class due to an injury or illness.
- Students must be symptom free 24 hours before returning to school (fever, vomiting, diarrhea).

Bacterial Meningitis

State law requires school districts to provide information about bacterial meningitis to its students and their parents each school year.

Meningitis is an inflammation of the covering of the brain and spinal cord, caused by viruses, parasites, fungi and bacteria. Viral meningitis is usually treatable and recovery is complete. Parasites and fungi meningitis are rare. Bacterial meningitis is serious and always requires medical intervention.

Meningitis makes a person very ill, usually occurring over one or two days, but it can also rapidly progress in a matter of hours.

Symptoms may include:

- Severe headache;
- High temperature;
- Rash of tiny, red-purple spots;
- Vomiting;
- Sensitivity to bright lights;
- Neck stiffness, joint pains;
- Drowsiness or confusion.

Meningitis is not as contagious as the common cold or the flu, and not spread by casual contact or by breathing the air where a person with meningitis has been. It is spread when people exchange saliva (such as kissing, sharing drinking containers, utensils or cigarettes).

Bacterial meningitis can be prevented by a common sense approach. Do not share food, drinks, utensils, toothbrushes or cigarettes. There are vaccines against pneumococcal disease and four meningococcal groups. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

For more information contact your family doctor, the staff at the local or regional health department and/or your school nurse. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of State Health Services at www.dshs.state.tx.us.

Also refer to **Immunizations**, below, for more information.

Exemption from P.E.

Students will not be exempted from P.E. without a physician directive stating that the student must be excluded and how long the exclusion will be.

The nurse/clinic staff will not provide excuse notes for P.E. or Athletics except in cases of acute asthma flare-ups during school hours.

Food Allergies (All Grade Levels)

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

licensed doctor/physician. If your child requires a special diet, please have your physician complete the required Bryan ISD School Nutrition Services Dietary Special Request Form. This form is available from the school nurse. No diet modifications will be made until the completed form is returned to Bryan ISD School Nutrition Services.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. Please contact your campus nurse, Karen Byers, RN, Nursing Supervisor, at (979) 209-1099 or Sandra Baxter, Assistant Director of School Nutrition Services, at (979) 209-7057.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis.

[Also see policy FFAF and **Birthday Treats/Classroom Celebrations**]

Head Lice

Bryan ISD follows recommendations from the Texas Department of State Health Services (DSHS) and the American Academy of Pediatrics (AAP). Both the DSHS and AAP recommend that no healthy children should be excluded from or allowed to miss school because of head lice. As required by Texas law, written or electronic parent notification will be made within 48 hours of any student having found to have lice. In addition, parents of each child assigned to the same classroom as a child with head lice will be notified in writing or by electronic notification no later than the fifth school day after the date the school is aware of that fact.

HEALTH SCREENINGS

Vision and Hearing Screening

As required by Texas law, students in Pre-kindergarten, Kindergarten, 1,3,5, and 7 grades and new students enrolling in the district will be screened for vision and/or hearing problems.

Spinal Screening

Bryan ISD conducts spinal screenings to detect signs of abnormal curves of the spine at their earliest stages.

- State law requires girls to be screened twice at ages 10 and 12 or the first semester of 5th and 7th grade. Boys will be screened once at age 13-14 or first semester of 8th grade.
- The procedure for screening requires trained screeners, Bryan ISD nurses, to look at the student's back while the student stands and then bends forward.
- Boys and girls will be seen separately and individually.
- Two screeners are present for each student. We assure you that privacy will be of the utmost concern and priority.
- ALL STUDENTS WILL BE REQUESTED TO REMOVE THEIR SHIRTS.
- GIRLS ARE REQUESTED TO WEAR A BRA OR THE TOP OF A TWO PIECE SWIMSUIT UNDER THEIR SHIRT.
- SHIRTS WILL ONLY BE REMOVED DURING THEIR INDIVIDUAL SCREENING.

- Parents will receive the results of the screening only if professional follow-up is needed.
- This procedure does not replace your need for regular health care and check-ups.
- If the parent chooses for the student to not participate in the screening, the student must provide a written statement from his/her physician giving the school the results of the physician's finding for that school year.
- If, for religious reasons, the student does not wish to be screened, the student is to submit an affidavit of exemption, notarized, to the school clinic.

MRSA – “Staph” Infection

Staphylococcus Aurous, or staph, is a common germ that many people carry in the nasal passages, under fingernails, or on their skin with no ill effects. MRSA is a type of staph that has developed resistance to antibiotics. Since staph is spread primarily by direct skin-to-skin contact, or with direct contact to wound drainage of someone who is carrying or infected with the bacteria, anyone with a break in his/her skin is at risk. MRSA may also occur less frequently through indirect contact with contaminated surfaces or items. MRSA is not spread through the air. MRSA or Staph infections begin abruptly.

Symptoms may include:

- Large area of redness on the skin, swelling and pain, followed by an abscess or boil.
- If left untreated, staph can cause severe illness that may require hospitalization and/or surgery.

Students and their family members should take the following precautions to help prevent skin infections:

- Wash hands frequently with soap and warm water.
- Encourage students to keep fingernails clean and clipped short.
- Avoid contact with other people's wounds or anything contaminated by the wound.
- Avoid sharing personal items such as razors, towels, deodorant, or soap that directly touch the body.
- Clean and disinfect gym or sports equipment before and after use.
- Wash dirty clothes, linens, and towels with hot water and detergent. Dry in a hot dryer rather than air-drying.
- Encourage students who participate in contact sports to shower immediately after each practice or game.
- Keep open or draining sores and lesions clean and covered and consult your family doctor as soon as possible.
- See the school nurse if any areas of redness on the skin, swelling and pain, followed by an abscess or boil occur.

Please be vigilant in looking for signs and symptoms of staph infections. Additional information about MRSA and Staph can be found at www.mrsatexas.org or consult your family physician or school nurse.

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in half-day prekindergarten through grade 6 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in 7th grade have the option of taking PE or athletics. Students in 8th grade are not required to take PE but have the option of taking athletics

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

Puberty Talks

As part of the Health and Wellness lesson, Bryan Campus Nurses teach students about puberty in 4th grade girls and 5th grade boys and girls. The lesson is limited to body changes during puberty and does not include information regarding sexuality. A notice regarding the puberty lesson will be sent to parents prior to the lesson day. Your student will be expected to attend the lesson unless written documentation stating you do not want your student to attend is provided. Please contact school clinic staff if you have any questions.

School Health Advisory Council (SHAC)

During each school year, the district's School Health Advisory Council holds 4 meetings. The duties of the SHAC include;

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services.

Additional information regarding the district's School Health Advisory Council is available from Janice Williams, Executive Director of Athletics & Student Health & Fitness at (979) 209-7998.

[See also policies at BDF and EHAA. See **Removing a Student from Human Sexuality Instruction** for additional information.]

Seizures (All Grade Levels)

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

For more information, see "A Student with Physical or Mental Impairments Protected under Section 504".

Student Wellness Policy/Wellness Plan (All Grade Levels)

Bryan ISD is committed to encouraging students to choose a healthy lifestyle and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Janice Williams, Executive Director of Athletics & Student Health & Fitness or Sandra Baxter, Assistant Director of School Nutrition Services with questions about the content or implementation of the district's wellness policy and plan.

OTHER HEALTH RELATED MATTERS

Physical Fitness Assessment

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

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more Services (See policies at CO and FFA)

Microwave Ovens

Due to safety and sanitation concerns, microwave ovens are not available for student or parents use on school campuses.

Tobacco Prohibited

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the maintenance department. If you have any questions or would like to examine the district’s plan in more detail, please contact the Maintenance Department at (979) 209-7100.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact Maintenance and Operations, district’s IPM coordinator at (979) 209-7100.

HOMEWORK

The purpose of homework is practice, preparation, and extension of student learning that has previously occurred in the classroom. Students should be able to complete homework assignments on their own or with minimal parental support. Homework will not be assigned or created as a consequence for student behavior. A student’s economic status should not impede the ability to successfully complete or score well on a homework assignment.

[See **Appendix B, Grading Guidelines, and Homework** for additional information.]

IMMUNIZATION

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

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

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

[For further information, see policy FFAB (LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

As noted above at **Bacterial Meningitis**, entering college students must now, with limited exception, furnish evidence of having received a bacterial meningitis vaccination prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

ENGLISH LEARNERS

An English Learner (EL) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. Parent consent must be obtained for any services recommended by the LPAC for an EL.

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

The LPAC will also determine whether certain designated supports are necessary for any state-mandated assessments. The STAAR, as mentioned in **Standardized Testing** below, may be administered to an EL student. For a student up to grade 5, a Spanish version of STAAR is an option based on LPAC recommendation. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered an EL and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions in conjunction with the LPAC.

For more information, contact the school counselor, principal or Dr. Wanda Baker, Director of Bilingual Education at (979) 209-1024.

[See Special **Programs: Bilingual/ESL/Migrant Department.**]

MAKEUP WORK

Makeup Work Because of Absence

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

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

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

DAEP Makeup Work

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

In-school Suspension (ISS) and Out of School Suspension (OSS) Makeup Work

Completion of Course Work

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

Completion of Courses

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

MEDICINE AT SCHOOL

Bryan Independent School District School Board policy FFAC states that designated employees of the school district may give medication (includes prescription and/or over-the counter medications) to a student provided:

- There is a written note from the parent/guardian of the child, requesting the time and amount of medicine to be given. Verbal consent is not accepted.
- The medicine is in the original container and properly labeled.
- The medicine is brought to the school clinic staff by the parent/guardian. School staff will not administer medications brought by students.
- Students are allowed to possess and use over-the-counter, topical sunscreen while on school property or at school- related events or activities

For the safety of ALL students:

- Students may not carry any medication on school grounds or the school bus. Exceptions will be made for asthma inhalers, Epi-pens, and diabetic supplies for students who have proper doctor permission on file in the clinic.
- Over-the-counter medication will not be stored in the school clinic for more than 10 days without a doctor's note.
- Over-the-counter medication will be given according to the package instructions for use unless a doctor prescription is provided to clinic staff. Note: Insect repellent is considered a nonprescription medication.
- Parent/guardian must pick up unused medication from clinic staff. Medication will not be sent home with the student.
- Any medication remaining in the clinic not picked up the parent/guardian will be destroyed after the end of the last day of classes.
- Vitamins, herbal supplements, or health food supplements will not be administered unless prescribed by a physician and required by the student's Individualized Education Plan or Section 504 plan of a student with disabilities.
- The school does not keep stock medications.

If medication must be taken during school hours, please follow the guidelines listed below:

- Medications ordered twice daily, the first dose should be given at home before the child leaves for school and the second after returning from school.

- Medications ordered three or four times daily, only the second dose will be given at school.
- Any Aspirin Products, Adult or extra strength over-the-counter medication, such as (Aspirin, Pepto-Bismol, Aleve, Advil, Excedrin, etc.) will not be given to students without a doctor's prescription.
- For all long-term medication a Bryan Independent School District Medication Administration Record must be completed by the student's parents and kept in the school clinic. These forms are available in the school clinic.
- Sample medication provided by a physician can be administered when the medication is accompanied by a written order for the medication from the student's health care provider AND written permission from the child's parent/guardian.

Asthma Inhalers

A student may possess and self-administer asthma inhalers on school property or at a school related event with the following in place:

- The student has written permission from a parent/guardian *and* a physician or licensed health care provider.
- The physician statement (Asthma Action Plan) must be kept in the school clinic.
- The physician statement (Asthma Action Plan) is updated or revised within one year.
- Students who do not use their asthma medication for their own use and/or allow other students access to their medication will be subject to disciplinary action as specified in the Bryan ISD Student Code of Conduct.

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, Bryan ISD does not discriminate on the basis of race, color, national origin, gender identity, sexual orientation, home language, disability in providing education services, activities, and programs, including CTE programs.

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

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

Bryan ISD has designated and authorized the following employees as the Title IX Coordinators to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: (Campus Title IX Coordinators and Decision makers list below). Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- Title IX Coordinators, for concerns regarding discrimination on the basis of gender:
Crystal Goodman, Executive Director of Student Leadership, or Dr. Brian Merrell, Executive Director of Student Leadership, 801 S. Ennis Street, Bryan, TX 77803, (979) 209-1075.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:
Dr. Catherine George, Director of Special Education, 1201 Ridgedale Street, Bryan, TX 77803, (979) 209-2780
- Campus Title IX Coordinators and Decision Makers:

Campus	Title IX Coordinator	Decision Maker
Anson Jones Elementary	Courtney Piatt – Assistant Principal 979-209-3927 courtney.piatt@bryanisd.org	Linda Montoya – Principal 979-209-3900 linda.montoya@bryanisd.org
Bonham Elementary	Tara Hunter – Assistant Principal 979-209-1220 tara.hunter@bryanisd.org	Gloria Garcia-Rhodes - Principal 979-209-1200 gloria.garcia-rhodes@bryanisd.org
Bowen Elementary	Shelby Goodman – Assistant Principal 979-209-1319 shelby.goodman@bryanisd.org	Bridget Cooper – Principal 979-209-1305 bridget.cooper@bryanisd.org
Bryan Collegiate High School	Dana Bechuck – Associate Principal 979-209-2792 dana.bechuck@bryanisd.org	Tommy Roberts – Principal 979-209-2793 tommy.roberts@bryanisd.org
Bryan High School	Nathaniel Matkin – Assistant Principal 979-209-2400 nathaniel.matkin@bryanisd.org	Lane Buban – Principal 979-209-2442 lane.buban@bryanisd.org
Crockett Elementary	Angela Williams – Assistant Principal 979-209-2962 angela.williams@bryanisd.org	Debi Ehrhardt – Principal 979-209-2955 debra.ehrhardt@bryanisd.org
Davila Middle School	Lynred Hopfner – Dean of Instruction 979-209-7153 lynred.hopfner@bryanisd.org	Sara Rueda – Principal 979-209-7155 sara.rueda@bryanisd.org
Fannin Elementary	Linda Taplette – Assistant Principal 979-209-3800 linda.taplette@bryanisd.org	Desiree Caperton – Principal 979-209-3800 desiree.caperton@bryanisd.org

Harvey Mitchell Elementary	Sharyn Womble – Assistant Principal 979-209-1421 sharyn.womble@bryanisd.org	Shari Hedstrom – Principal 979-209-1405 shari.hedstrom@bryanisd.org
Henderson Elementary	Bobbi Flowers – Assistant Principal 979-209-1573 bobbi.flowers@bryanisd.org	Daniela Garza-Ramirez – Principal 979-209-1555 daniela.garza-ramirez@bryanisd.org
Houston Elementary	Rhonda Elam – Assistant Principal 979-209-1360 rhonda.elam@bryanisd.org	Mandy Wells – Principal 979-209-1360 mandy.wells@bryanisd.org
Jane Long Intermediate	Alma Velez – Dean of Instruction 979-209-6569 alma.velez@bryanisd.org	Cody Satterfield – Principal 979-209-6505 cody.satterfield@bryanisd.org
Johnson Elementary	Diane Alderson – Assistant Principal 979-209-1460 diane.alderson@bryanisd.org	Amy Thomman – Principal 979-209-1455 amy.thomman@bryanisd.org
Kemp-Carver Elementary	Tina Palasota – Assistant Principal 979-209-3757 tina.palasota@bryanisd.org	Alison Boggan – Principal 979-209-3755 alison.boggan@bryanisd.org
Mary Branch Elementary	Julie Brenner – Assistant Principal 979-209-2906 julie.brenner@bryanisd.org	Amy Bruner – Principal 979-209-2905 amy.bruner@bryanisd.org
MC Harris and JJC	Michael Bridges – Assistant Principal 979-209-2884 michael.bridges@bryanisd.org	Karen Kaspar – Principal 979-209-2812 karen.kaspar@bryanisd.org
DAEP	Darren Nobles – Assistant Principal 979-209-2704 darren.nobles@bryanisd.org	Karen Kaspar – Principal 979-209-2812 karen.kaspar@bryanisd.org
Navarro Elementary	Sarah Dean – Assistant Principal 979-209-1251 sarah.dean@bryanisd.org	Kathy Riley – Principal 979-209-1255 kathy.riley@bryanisd.org
Neal Elementary	Joni Bailey – Assistant Principal 979-209-3856 joni.bailey@bryanisd.org	Juanita Collins – Principal 979-209-3855 juanita.collins@bryanisd.org
Rudder High School	Andy Valadez – Assistant Principal 979-209-7968 andy.valadez@bryanisd.org	Rachel Layton – Principal 979-209-7905 rachel.layton@bryanisd.org
Sam Rayburn Intermediate	Crystal Drager – Assistant Principal 979-209-6653 crystal.drager@bryanisd.org	Rebecca Ryberg – Principal 979-209-6600 rebecca.ryberg@bryanisd.org
Stephen F. Austin Middle School	Amy Bay – Assistant Principal 979-209-6712 amy.bay@bryanisd.org	Kimberly Giesenschlag – Principal 979-209-6705 kimberly.giesenschlag@bryanisd.org
Sul Ross Elementary	Angela Jackson – Assistant Principal 979-209-1500 angela.jackson@bryanisd.org	Danielle Legg – Principal 979-209-1500 danielle.legg@bryanisd.org

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

NONTRADITIONAL ACADEMIC PROGRAMS

Bryan Collegiate High School

Bryan Collegiate High School is a Texas Education Agency designated Early College High School. At Bryan Collegiate High School, our mission is to provide students a supportive academic environment enabling all students to earn up to sixty college credit hours by their senior year and graduate on the distinguished achievement plan.

Our vision is that every student, especially those traditionally under-represented in higher education, receives a strong educational foundation and is prepared for success in a post-secondary environment. We believe that by working with families, higher education and community partners, students will not only succeed within our curriculum, but will form a strong personal vision as they develop into life-long learners.

BCHS is currently joined by a memorandum of understanding with two institutes of higher education: Blinn College and Texas A&M University. Both have committed time and resources to helping students at Bryan Collegiate become academically successful, earn college credit and successfully transition to an institute of higher education. Currently, students take all of their dual credit courses with Blinn College. Texas A&M provides tutors/mentors, and additional staff to help students enrolled at BCHS.

Admission to BCHS is by application only. Students may be admitted for either fall or spring semester enrollment (contact the campus for application deadlines). Entrance to BCHS is available only to students entering the ninth grade up to the eleventh grade. No students are able to enter BCHS during the twelfth grade year.

There is no cost to attend BCHS as BISD and Blinn College cover the costs of college tuition and textbooks. However, students must provide their own transportation to and from school.

Since 2012, BCHS has annually been named as one of the Best High Schools in America by US News and World Report.

Mary Catherine Harris School

Mary Catherine Harris School – A school of choice is a secondary alternative high school program that serves Bryan ISD students who are at-risk of not completing their education. It is designed for students who are willing to concentrate on scholastic work in order to gain a diploma coupled with a strong focus on the students' vocational/career objectives. To be admitted to MC Harris School, students must make an application to their academic advisor which begins their high school committee's application review process. The referral process includes committee review of the student's grades, academic progress, TAKS/STAAR/EOC scores, attendance records, discipline records, an interview and student/parent meeting with the MC Harris School Principal or designee, verification that the pupil meets at least one of the state's at-risk criteria, and signed student/parent agreement to abide by the MC Harris School contract once accepted. Course completions, discipline, and attendance will be reviewed each six weeks to determine the appropriateness of continued enrollment at MC Harris School. Students entering MC Harris are expected to graduate from MC Harris. Students in grades 9-12 are scheduled into four hour uninterrupted instructional blocks of time (morning or afternoon) based on students' academic needs and seat availability in classes. Instruction is an on-line curriculum called Edgenuity that is aligned with district scope and sequence. Students do not advance in their courses until they demonstrate competency in each core content area (English, Math, Science, Social Studies) as determined by success on appropriate school and state assessments. Transportation to MC Harris School is provided to eligible students.

For more information, contact, Dr. Karen Kaspar, MCHS Principal, at (979) 209-2832.

[See **Requirements for a Diploma.**]

ONLINE ACADEMIC RESOURCES

In some cases, online academic resources are utilized in the classroom to help students succeed, to provide positive educational experiences, and to enhance the educational value of the district curriculum. Online academic resources are pre-screened and found to be safe and educationally sound sites that are appropriate to support the learning goals of the classroom. A list of the pre-screened online academic resources that may be utilized for instruction can be found at <https://portal.classlink.com/bryanisd>. During classroom use, these resources will be closely monitored by the classroom teacher. You may exercise your parental right to restrict your child from using any resources listed by contacting the campus principal in writing.

PARTIES (Elementary and Intermediate)

Up to three classroom parties are allowed during the school year. These include a winter holiday party, Valentine's Day and a celebration day at the discretion of the principal. This is to protect class instructional time. Parents can help with these parties by volunteering through the PTO/PTA.

[Also see policy FFAF and **Birthday Treats/Classroom Celebrations**]

PHYSICAL RESTRAINT

Any District employee may, within the scope of the employee's regular duties, use and apply physical restraint to a student if the employee reasonably believes restraint is necessary in order to:

- Protect a person, including the person using the physical restraint, from physical injury;
- Obtain possession of a weapon or other dangerous object;
- Protect property from serious damage;
- Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or impose disciplinary measures; or
- Restrain an irrational student.

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

PLAGIARISM

[See **Cheating**.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

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

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades kindergarten–grade 2, promotion to the next grade level shall be based on demonstrated proficiency at or above grade level in core subject areas (reading, language arts, mathematics, science, and social studies) and on grade-level standards established in the Primary Reading Success Plan. Satisfactory progress in reading shall be evident in the student's reading level, state and district assessments, information from the student's classroom grades, and teacher recommendations based on daily work, portfolio, and anecdotal records.

In grades 3–6, 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 and mathematics.

In grades 7–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics and either science or social studies.

In grades 9-12, grade-level advancement shall be earned by course credits.

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

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

If a student in middle school is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment is required, the student will be assessed on the EOC assessment in middle school. The EOC assessment may be used to fulfill the student's graduation requirements. As required in Title 19 of the Texas Administrative Code (TAC), §101.3011, students who have completed STAAR EOC assessments while in middle school must take either the ACT or the SAT once in high school to fulfill federal testing requirements.

[See **Standardized Testing.**]

Parents of a student in grades 3–8 who does not perform satisfactorily on the state exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

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

[See policies at EIE.]

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

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

RELEASE OF STUDENTS FROM SCHOOL

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

A student who will need to leave school during the day must bring a note from a parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day. Students cannot be signed out 15 minutes prior to dismissal, unless they have an emergency.

Students are not authorized to leave campus during the regular school hours for any reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

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

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance in any course for grades 6-12 and for grades K-5 in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

RETALIATION

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

SAFETY

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

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

Accident Insurance

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

Drills: Fire, Tornado, and Other Emergencies

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

Teachers will review the rules of safety with students. During a drill or actual emergency, a student's personal safety will depend on the way these instructions are carried out.

Exit routes are posted in all rooms at school. During a drill, students must leave the room promptly and quietly, leaving behind all books and other large items. All visitors must evacuate the building during a fire drill.

Students in grades 7–12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency.

General Safety

In walking to and from school, students should obey all traffic rules. Crossing guards may be provided for student safety at designated locations. If your school has safety patrols, listen to suggestions for your safety.

Students who bicycle to school must obey the same traffic rules that apply to automobiles. Ride in single file with traffic. Stop for lights and stop signs, signal for turns, and give pedestrians the right of way. Secure bicycles on campus with a lock, because the school cannot be responsible for lost or stolen bikes.

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing.**]

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

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

Use of Hallways During Class Time

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

Cafeteria Services (All Grade Levels)

Bryan ISD School Nutrition Services is committed to excellence and to providing quality, nutritious meals and friendly service to all customers. The district participates in the United States Department of Agriculture (USDA) School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Student Meal Accounts

School Nutrition Services (SNS) utilizes a computerized meal accounting system to track all meals and purchases. This system is accessed by secondary students when they scan their student id at the bar code reader located on the serving line or when elementary students enter their 4-5-digit personal identification number (PIN) in the keypad at the end of the serving line or when they scan their student id at the bar code reader. This meal accounting system debits the appropriate meal account for each purchase. Money in meal accounts may be used to purchase breakfast, lunch, or ala carte items. All students, regardless of eligibility, are issued a PIN that can be utilized in the cafeteria. This PIN remains the same until the student graduates or leaves the district.

Meal Payment Options

Paying in advance for meals is recommended and will eliminate the need to send cash with your child each day. It also gets students through the serving line faster and gives students more time to eat. Payment options include:

Check, money order, or cash

If possible, please send checks or money orders instead of cash to the cafeteria. BISD cannot be responsible for cash that is lost or misplaced. Checks should be made payable to BISD School Nutrition. Please include child's name, student id and phone number on the check or money order.

On-line payment using a credit card

Schoolcafe (schoolcafe.com/Bryan ISD) is designed to provide a safe and convenient way to pay online using a credit card. A convenience fee will be charged by Schoolcafe to cover the cost of maintaining the system and data. Schoolcafe also allows parents to view account balances, recent transactions, transfer money between student accounts, request a refund, set charge restrictions for ala carte items, complete meal benefits applications and receive email notifications of low account balance. Please check our website www.bryanisd.org for additional information regarding Schoolcafe. Parents may also download the mobile app from the App store or Google Play.

Check Recovery Program

Bryan ISD utilizes an outside service to collect payment on all checks returned for insufficient funds or checks returned unpaid. This company will charge a \$30.00 fee in addition to any fees charged by the bank.

Applications and Family/Household Income Surveys

USDA will continue reimbursing schools for free meals to all students regardless of their income throughout the 2021-22 school year. **Although free and reduced-price meal applications are not required this year to obtain a free meal, we are asking that each household complete a Family/Household Income Survey or a meal application to ensure that our school district does not lose federal or state funding.** Family/Household Income surveys will be available at each campus in the front office.

Meal Prices for 2021-22

Breakfast

- Paid Student Breakfast (PK-12) No charge
- Adult/Visitor Breakfast \$2.25

Lunch

- Paid Student Lunch (PK-4) No charge
- Paid Student Lunch (5th -12th) No charge
- Reduced-Price Student Lunch (PK-12) No charge
- Adult/Visitor Lunch \$4.00

Lunch Meal Pricing

Meals are priced as a unit and consist of 1 entrée, 2-3 servings of vegetables and/or fruits, 1 bread serving, and 1 milk. Any combination of 3-5 different items will be considered a lunch. As

required by the Healthy Hunger-Free Kids Act of 2010, all students receiving a breakfast or lunch from the school cafeteria must have either a serving of fruit or vegetable on their tray. Ala carte prices will be charged if less than 3 or more than 5 items are selected. Menus may be viewed at www.bryanisd.org. Students participating in the federal meal program receive their first meal at no charge, additional meals or ala carte items may be purchased at the set rate.

Low Account Balance Notification

Parents may register at Schoolcafe.com/Bryan ISD to receive e-mail notifications of low account balance. This is a free service provided by Schoolcafe.

Ala Carte Purchases

Students may purchase ala carte items such as fruit juice, extra milk, and snack items for an additional charge. If you wish to restrict or limit the amount of ala carte purchases, parents may do so through Schoolcafe or by contacting the Cafeteria Manager at the school.

Meal Service Outside of Scheduled Breakfast and Lunch Service Times

Students arriving after meal service has ended will be offered a meal; however, the meal components may vary based on the amount of time that has elapsed between the closure of meal service and the time the meal is requested. For example, if hot meal components are available the student may be offered the advertised menu. However, if the advertised menu is not available then the manager will provide the student with items that are on hand. For example, breakfast items may include cereal, graham crackers, fruit, juice, milk, while lunch may consist of a sandwich, vegetable, fruit, and milk.

Meal service times are determined by the campus principal.

Special Dietary Needs (Food Allergies)

All special dietary requests must be supported by a medically licensed physician. Completed Bryan ISD School Nutrition Services Dietary Special Request 2021-22 before ANY food substitutions can be made. These forms are available at each campus in the school nurse's office.

[Also see **Food Allergies**]

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Students may use the library as authorized, and must wear I.D.s when using the facility.

Students must have BISD Electronic Communications Systems acceptable use policy forms on file in order to use library network computers.

Library computers are to be used for school related research and word processing. No games may be played.

Meetings of Non-curriculum-Related Groups

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

School-sponsored Field Trips (All Grade Levels)

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

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

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

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

SEARCHES

District Property (all grade levels)

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

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

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches.

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

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

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

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district.

[See policy CQ for more information.]

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

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

Vehicles on Campus (Secondary Grade Levels Only)

Vehicles parked on school property are under the jurisdiction of the school and students are required to purchase a parking tag for \$20.00.

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

High school students who drive to and from school in personal vehicles must:

- Obtain and appropriately display a student parking permit;
- Park in a designated student parking area on campus;
- Adhere to individual school parking rules;

Failure to obtain the required permit and/or to park in an approved student parking area may result in the loss of driving and parking privileges and other appropriate disciplinary action.

The following must be presented when purchasing a permit:

- Valid driver's license
- Current student ID
- Proof of insurance
- Completed application

Sophomores, Juniors, and Seniors will be issued parking permits after application requirements are met. Freshmen may have a parking permit only after applying through the assistant principal. All student vehicles must display a valid parking permit as instructed. Students may purchase any number of permits – one permit per vehicle. Students are to park in lots designated for student use. Student parking will be designated for gated areas only. Students who must leave during the school day will be required to show valid documents to exit the parking lot. Cars parked in unauthorized areas will be booted and the cost to have the vehicle un-booted is \$25.00. Cars parked in unauthorized locations such as reserved spaces, handicapped spaces, or fire lanes may result in towing and/or citations.

Bryan ISD is not responsible for damage to vehicles or items in vehicles parked on campus at any time.

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advanced. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Metal Detectors

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

Drug-Testing

The District requires that any student in grades 9–12 who chooses to participate in any school-sponsored extracurricular activities or school-sponsored organizations, or any student who wishes to park a vehicle on District property or who is participating in the voluntary drug-testing program be placed in a random drug-testing pool. A student participating in these activities shall be randomly tested for the presence of illegal drugs or alcohol throughout the school year. The purposes of the drug-testing program are to: prevent injury, illness, and harm resulting from the use of illegal drugs or alcohol; help enforce a drug-free educational environment; deter student use of illegal drugs or alcohol; and educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol.

[See **Steroids**.]

SECRET SOCIETIES

The School Board prohibits any fraternity, sorority, secret society, or gang defined by state law as any “organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include an agency for public welfare, including Boy Scouts, Hi-Y, Girl Reserves, DeMolay, Rainbow Girls, Pan-American Clubs, scholarship societies, or other similar educational organizations sponsored by state or national education authorities.” *Education Code 37.121(d)*

A person commits a Class C misdemeanor if the person:

- Is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang; or
- Is not enrolled in a public school and solicits another person to attend a meeting of a public school fraternity, sorority, secret society, or gang or a meeting at which membership in one of those groups is encouraged. *Education Code 37.121(a)(c)*

A person commits a felony if the person, with intent to coerce, induce, or solicit a child to actively participate in the activities of a criminal street gang, threatens the child with imminent bodily injury or causes the child bodily injury.

Penal Code 22.015

The Board or an educator shall recommend placing in a disciplinary alternative education program any student who commits the offenses described above. *Education Code 37.121(b)*

[For further information, see policy FNCC (LEGAL).]

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS

Bilingual / ESL / Migrant Department

The Bilingual / ESL / Migrant Department oversees the programs offered to students who require bilingual classes, English as a Second Language (ESL) classes, and/or need supplemental help because of migratory status.

Students who have a language other than English in their homes, and need help in learning English, are offered services in the bilingual or ESL programs. The goal of the bilingual education program is to enable ELS, in pre-kindergarten through sixth grade, to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in their primary language and in English. The ESL program has the same goal, but pre-kindergarten through twelfth grade students become competent through the integrated use of second language methods. These programs emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable ELL students to participate equitably in school.

The Migrant Program serves students whose families have moved from one district to another seeking employment in the agricultural or fishing areas. Services offered through the Migrant Program are supplemental and are in addition to what is offered to children through the regular school program.

For additional information, contact Dr. Wanda Baker, Director of Bilingual/ESL/Migrant Education, at (979) 209-1024.

[See **Limited English Proficient Students.**]

Dyslexia

Bryan ISD provides a program for early identification, intervention and support for students with dyslexia and related disorders. The District will notify the parent or guardian of each student in kindergarten, first grade, or second grade that is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. Students identified for dyslexia services will be provided services at their home campus. A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities. Call Dr. Leslie Holtkamp, Director of Curriculum and Instruction, at (979) 209-1032 for more information.

Special Education Services

If a child is experiencing learning difficulties, the parent may contact Dr. Catherine George, Director of Special Education, at (979) 209-2780, to learn about the District's overall general education referral or screening system for support services. This system links student to a variety

of support options, including 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.

[see also **Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** for more information.]

STANDARDIZED TESTING

PSAT (Preliminary Scholastic Aptitude Test)

Opportunities to take the Preliminary Scholastic Aptitude Test (PSAT) are offered during the freshman, sophomore and junior years. BISD pays the cost for all freshmen, sophomores and juniors to take the test. National Merit Scholar eligibility is based upon the student's junior PSAT score.

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. Examination costs are set by ACT and College Board, with waivers available for students who meet the criteria.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

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

For students receiving special education services, STAAR Alternate 2 will be available for eligible students, as determined by the student's ARD committee. **This particular STAAR assessment may have a different testing window than the general assessments.**

Testing accommodations will be available for eligible students as determined by an ARD or 504 committee for students receiving special education services or receiving 504 services because they are identified as dyslexic. Accommodations will be available for eligible EL students as determined by the student's LPAC committee.

A Spanish version of STAAR is available to students through grade 5 or students whom the LPAC determines eligible for this version of the test.

End-of-Course (EOC) Assessments for Students in Grades 9–12

Beginning with ninth graders in the 2011–2012 school year, satisfactory performance on the applicable end-of-course (EOC) assessments will be required for graduation and will also affect the plan under which the student may graduate.

The required EOC assessments are Algebra I, English I, English II, Biology, and United States History

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months.

For students receiving special education services, STAAR Alternate 2 will be available for eligible students, as determined by the student's ARD committee. **This particular STAAR assessment may have a different testing window than the general assessments.** The ARD committee will determine whether successful performance on the assessments will be required for graduation.

Testing accommodations will be available for eligible students as determined by an ARD or 504 committee for students receiving special education services or receiving 504 services because they are identified as dyslexic. Accommodations will also be available for eligible EL students as determined by the student's LPAC committee.

Also see **Course Credit**, **Grading Guidelines**, and **Graduation** for additional information.

[Also see **Graduation**.]

TELPAS (Texas English Language Proficiency Assessment System)

TELPAS is a state-mandated assessment that assesses the progress that ELs make in acquiring the English language.

ELs are assessed with an online English listening, speaking, and reading test in grades 2-12 and holistically scored in grades K-1. The writing domain is assessed holistically in grades 2 to 12.

For students receiving special education services, TELPAS Alternate will be available for eligible student's grades 2-12, as determined by the student's ARD committee. These students are only holistically rated.

Texas Success Initiative Assessment (TSI) (Texas Higher Education Assessment)

All students wishing to enroll in college level coursework must satisfy the requirements for the Texas Success Initiative (TSI) by taking the ACT, SAT, or TSIA2. These examinations measure student preparedness for college and career success. The new TSIA2 examination will provide information regarding how prepared a student is for college level work with a comprehensive diagnostics and placement testing system. The examination is aligned to Texas College and Career Readiness Standards.

STERIODS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uiltexas.org/health/steroid-information>.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

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

Please contact Tara Dupper, Coordinator of Homeless Services, who has been designated as the district's foster care liaison, at 979-209-7042 with any questions.

[See also **Students in the Conservatorship of the State** for more information.]

STUDENTS WHO ARE HOMELESS

A parent is encouraged to inform the district if the family is experiencing homelessness at (979) 209-1075. District staff can share resources that may be able to assist families.

For more information on services for students who are identified as experiencing homeless, contact the district's Homeless Education Liaison, at (979) 209-7040.

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- <http://www.texassuicideprevention.org>
- <http://www.dshs.state.tx.us/mhservices-search/>

SUMMER SCHOOL

For information about summer school programs, dates, and locations, please see the principal or the academic advisor.

SUPPLIES

Each year the district publishes a list of school supplies students will need. Please do not bring items to school that are not on the list, unless the teacher requests you to do so. You may need to replenish supplies during the year. [See Appendix C.]

TARDINESS

A student is tardy to class when a student is not in the classroom before the tardy bell rings. Repeated instances of tardiness will result in disciplinary action.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS

Intra-district transfers are outlined in Board Policy FDB (LOCAL). Upon receipt of the electronic transfer application for an initial transfer request, or when considering a revocation of a student's transfer from one attendance zone to another, the following will be considered:

- Enrollment at sending and receiving schools.
- Dependability of parent transportation.
- Number of requests in a school year.
- Academic history.
- Attendance history, including late arrivals, early pickups and tardiness to classes.
- Discipline history.
- Previous attendance as a transfer student.
- Socioeconomic balance of the requested campus.
- Participation in extracurricular activity.
- Academic programs.
- Accuracy of the information submitted.
- Compliance with timelines established in campus handbooks.
- Compliance with UIL rules and regulations.
- Other criteria as noted on the transfer application.

Student transfer applications will be accepted online only beginning January 8, 2021 – February 12, 2021. The Executive Director of School Leadership will work with the transfer committee to review all transfer applications. After the transfer committee review the applications and consider the bulleted items above, they will approve or deny an application. Notice letters will be emailed prior to April 1, 2021.

The District does not provide transportation for an intra-district transfer.

[See **School Safety Transfers, Bullying, and Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services or Section 504 Services**, for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

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

[See **School-sponsored Field Trips** for more information)

Buses and Other School Vehicles

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for the child by completing a "Request for Transportation to & from a Designated Child Care Facility or Grandparent's Residence" form and submitting it to the campus. The designated facility or residence must be at an approved stop on an approved route within the campus attendance zone. For information on bus routes and stops, you may contact Transportation Services at (979) 209-7130.

Pre-Kindergarten Transportation

Bryan ISD transportation requires that an adult or responsible family member be at the assigned bus stop to pick up their child. If there is no one present, the child will be returned to the assigned campus. If it is too late to return to the campus, the child will be taken to the Bryan ISD transportation center at 3000 Bonham Dr.

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

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

- Students will follow the directions of the driver.
- Students should be at the bus stop a minimum of 10 minutes before the bus arrives, waiting in a safe place, clear of traffic and 10 feet from where the bus stops regardless of weather conditions.
- Students who are allowed to use the bus for transportation to another campus must remain at the bus stop and not enter any building unless directed by an administrator. If a student violates the student code of conduct while using district transportation, he/she may have all bus privileges temporarily suspended.
- **Never**, run after the bus if you miss your stop.

- Students will wait in an orderly line and avoid playing.
- Students will cross the roadway in front of the bus on signal from the driver after the bus has stopped, they have looked at the driver for a hand signal, and they have looked in both directions for traffic; left, right, left.
- Students will notify the driver if something is dropped and wait for the driver to give a signal before picking up the object.
- Students will go directly to their assigned seat when entering the bus. Keep the aisle and exits clear.
- Students will remain properly seated, back against the back of the seat, bottom against the bottom of the seat and keep hands and feet to themselves.
- Student shall wear seatbelt if the bus is equipped with one.
- Students will not eat, drink, chew gum, or bring tobacco, alcohol, drugs, or any controlled substances on the bus.
- Students will not carry animals, glass objects, nuisance items, hazardous materials, or weapons on the bus. Students may carry only objects that can be held on their laps (no large items such as plants, trees, balloons, flowers, and posters may be carried on the bus.)
- Students will refrain from using loud voices, profanity, vulgarity, and/or obscene gestures, and respect the rights and safety of others.
- Students will not extend head, arms, or objects out of the bus windows.
- Band instruments must be held in the student's lap or placed under the seat. No instruments may be placed in front of the exit door or in a seat needed for students. Buses cannot transport instruments larger than a trombone.
- Students whose riding privileges have been suspended should not attempt to board any school bus until the completion of the suspension.
- Personal cellular phones, compact disc or MP3 players with headphones, personal computers, mobile computing devices or other electronic devices may be used if it does not cause a disruption among students and these devices do not interfere with the school bus communications equipment or the school bus driver's operation of the school bus.
- Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.
- Students shall be prohibited from acts of unruly behavior, physical violence, bullying as physical assault or battery, verbal assault and disrespectful conduct toward the school bus driver or other persons on the school bus.
- Students must provide an official bus pass signed by the campus principal giving permission to ride a different bus or get on or off the bus at a different bus stop location.
- Students will keep their bus clean and in good, safe condition. Students will be charged for any damage to the bus.

- Student misconduct at the bus stop or while utilizing transportation services may lead to suspension of riding privileges.

Texas Education Code, § 37.0022 provides the driver of a school bus to send a student to the principal's office to maintain effective discipline on the bus.

Bryan ISD does not allow any person (except students being transported or sponsors on field trips) to board a school bus without prior approval in accordance with Texas Education Code, § 37.126.

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

Video cameras may be used in District vehicles to promote compliance with the rules of conduct. Videotapes are protected student records subject to the provisions in Board policy FL (LOCAL)

TRESPASSING

Trespassing on District property is defined as being on District property without permission, entering a building without a staff member present to supervise, or failing to leave after being told to do so. The campus school resource officer may issue a verbal or written trespass warning to a student. If the conditions of the warning are violated within the timeframe established, the student may be ticketed with trespass.

Students found on Bryan ISD property during a period of suspension or expulsion may be subject to arrest and charged with criminal trespass. Students assigned to in-school suspension or to an on-campus disciplinary alternative education program (DAEP) at the elementary level are prohibited from attending any school sponsored or school-related activities after school hours until the day after the period of their assignment ends.

Students assigned to the DAEP, for disciplinary reasons, are prohibited from returning to their home campuses or from attending any school-related extracurricular activities. By special permission, students may come on campus accompanied by their parent or guardian. In addition, the District may discipline any student who is trespassing on campus.

[See POLICY GKA (LEGAL) and TEC 37.105.]

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

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

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

In accordance with state law a student who receives special education services, a staff member, or a board member, may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For further information or to request the installation and operation of this equipment, speak directly with Dr. Catherine George, Director of Special Education at (979) 209-2780.

[See EHBAF (LOCAL).]

VISITORS TO THE SCHOOL

General Visitors

Parents 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. All visitors will be required to present a valid driver's license or state issued ID to the office staff upon entering a campus. Driver's licenses will be scanned through a web-based software application, and a photo ID badge will be printed upon successful scanning procedure. The photo ID badge must be worn for the duration of the campus visit.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Small children will be permitted in the administrative offices only. No student shall be visited or released to a parent or contact person without proper ID.

Children of Bryan ISD students are not permitted to visit the parent(s) without prior approval from the campus principal.

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

Visitors Participating in Special Programs for Students

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

VOLUNTEERS IN PUBLIC SCHOOLS (VIPS)

Each Bryan ISD campus provides multiple opportunities to make a difference. The District is looking for dedicated, compassionate individuals who want to make a difference in the lives of our students.

2-STEP VOLUNTEER APPLICATION PROCEDURE

The two-step volunteer application process includes a background check and a personal information form. Both of these steps can *only* be completed online at <https://www.bryanisd.org/apps/pages/volunteers>

- ***STEP # 1 of 2: Background Check***

A background check is required of all people desiring to volunteer in Bryan ISD. Upon submission of personal information, applicants will receive an automatic email from 'Raptor System's letting them know that their information was submitted correctly and is now in the system. In order to become eligible to volunteer, applicants must be **CLEARED** successfully. After the background check has been conducted, a second email will be generated to notify candidates of their status. Please make sure to **check your Spam folder** and add **Raptor Technologies** to your contacts to receive updates and have access to the Volunteer Portal. Please remember that being cleared does not guarantee a volunteer opportunity as these are determined by each school based on students' needs.

Candidates who were previously CLEARED will need to re-submit their information annually within 30 days from the date they were originally CLEARED. An automatic reminder email will be generated each year within the 30-day expiration window.

- ***STEP #2 of 2: Personal Information Form***

The second step of the process consists of a short personal information form. After submitting your information, **you will not** receive an automatic notification. Individuals are encouraged to contact each campus' volunteer coordinator unless they are part of a specific course coordinated by a college professor or certification program where placements have been conformed by each individual campus PRINCIPAL or his designee.

After Approval and Placement

When reporting to volunteer, make sure to bring an acceptable form of ID, sign in at the front desk, and wear your VOLUNTEER name tag. These labels must be printed every time a volunteer reports at a Bryan ISD building and must be returned to the front office staff upon leaving the facility. Volunteers are encouraged to self report hours using the Volunteer Portal.

**We will process all background checks and applications as soon as possible. For questions, please contact your campus' volunteer coordinator or university/program supervisor.*

WITHDRAWING FROM SCHOOL

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance.

Withdrawal forms are available from the principal's office.

A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

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

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at the designated grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

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

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

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

Cyberbullying means bullying that is done through the use of electronic communication including the use of cellular or other type of telephone, a computer, a pager, a camera, electronic mail, instant messaging, text messaging, a social media application, internet website, or other internet-based communication tools.

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

NCLB Act is the federal No Child Left Behind Act of 2001.

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

RETALIATION refers to the act of retaliating, or of returning like for like; retribution; now specifically, the return of evil for evil. The act of harming or threat to harm another.

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

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

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

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

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

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

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

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

TELPAS Alternative is an alternative state-mandated assessment designed for EL student's grades 2-12 with cognitive disabilities receiving special education services that meet participation requirements, as determined by the student's ARD committee.

Trespassing is the act of knowingly entering District property without permission. Such action is held to infringe upon a property owner's legal right to enjoy the benefits of ownership. Criminal charges, which range from violation to felony, may be brought against someone who interferes with the District's legal property rights.

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

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



Acceptable Use Guidelines for Technology Resources

At Bryan ISD, technology is used as one way to further the educational mission, to provide positive educational experiences, and enhance the educational value of the district curriculum. Technology resources include, but are not limited to, laptops, desktops computers, mobile devices, tablets, electronic communication, and other emerging technologies.

Acceptable Use

Bryan ISD encourages its students and staff to use technology resources to promote academic excellence. All users are responsible for using district technology resources in a manner that supports the educational mission of the school district. Regardless of the resources used, there are expectations that must be followed by those who utilize these resources.

The following guidelines will apply to all users of the district's electronic information communications systems. All system activities, including but not limited to mail transmissions and password-protected systems, may be monitored as deemed appropriate to ensure proper use of the system. *Bryan ISD Policy CQ*

Disciplinary action may be taken for unacceptable use of technology resources including but not limited to the network or the Internet. The final decision regarding whether any given use of the network or the Internet is acceptable or unacceptable lies with the Superintendent or designee in consultation with the Executive Director of Technology Services or another entity or party designated by the Superintendent.

System Conduct

All district technology resources, including but not limited to district computers, communications systems and the Internet, must be used in support of education and academic research and must be used in a manner consistent with the educational mission and objectives of Bryan ISD. Electronic communications between employees and students, both inside and outside the district's network, will be limited to school-related business or matters that fall within the scope of the employee's professional responsibilities. Some limited personal use is permitted.

Limited personal use of the system shall be permitted if the use:

1. Imposes no tangible cost on the District
2. Does not unduly burden the District's computer or network resources

3. Has no adverse effect on an employee's job performance or on a student's academic performance.

Unacceptable System Conduct

System users will not distribute personal information, pictures or videos of themselves or others by means of the electronic communications system other than as needed to conduct school operations. **The use of another person's user I.D. and/or password is strictly prohibited.** The individual in whose name a system account is issued will be responsible at all times for its proper use.

Federal law protects the privacy of a student while attending a public school. No video or photograph taken by a student in an academic setting can be published or disseminated by using the Internet or any other electronic means without the written permission of the student's parents unless the photograph or video is for a class project under the direct supervision of a teacher and is only published in the school building or the district intranet (internal network).

All users of BISD's computers and networks are expected to abide by the generally accepted rules of network etiquette, the Student Code of Conduct, Student Handbook, or Employee Handbook.

In addition, system users:

1. Will not gain unauthorized access to resources or information.
2. Will not use any means to disable or bypass the district's Internet filtering system or other security systems. Users may not create or join unauthorized wireless or wired networks to access or bypass the district's network resources. This includes, but is not limited to, connecting via another provider (3G/4G/LTE), establishing wireless access points, wireless routers, and open networks on personal devices.
3. Will not use an electronic device or computer to access, store, send, receive, or post on the Internet anything that is inappropriate or is harmful to an individual or groups or in violation of federal, state, or district regulations. This includes, but is not limited to:
 - Copyrighted material
 - Threatening, embarrassing, harassing, bullying or racist material
 - Any material that is likely to disrupt the learning environment
 - Material that is lewd, vulgar, sexually suggestive, obscene or pornographic
 - Material that contains profanity
 - Material that violates or promotes the violation of school rules
 - Material that violates district policies prohibiting harassment and bullying
 - Commercial material or product advertisements
 - Political lobbying
 - Illegal activities
4. Are expected to report harassment, threats, hate-speech and inappropriate content that violates this Unacceptable System Conduct policy to a teacher or administrator.

In order to protect and reserve bandwidth and other resources for educational use, users (including those who are in a school building before or after school) may not:

- install software without prior approval from Technology Services.
- store installers and applications in network storage.
- download or play interactive web games or access streaming media not directly related to an approved BISD curriculum.
- participate in real-time discussions on the network unless for academic or work related purposes.
- browse the Internet without a curriculum or work-related objective.
- print anything not required by the curriculum or job responsibilities.

Vandalism Prohibited

Any intentional act by a system user that damages district technology hardware, software, operating systems, or data will be considered vandalism and will be subject to school rules and disciplinary procedures. Any intentional act that requires a person's time to repair, replace, or perform corrective work on district technologies or data is also considered vandalism.

Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences pursuant to Board policy and the Student Code of Conduct. Deliberate attempts to degrade or disrupt system performance are violations of district policy and administrative regulations and may constitute criminal activity under applicable state and federal laws.

Consequences of Misuse

Misuse of personal or district technology resources while on or near school property, in school vehicles and at school-sponsored activities, as well as the use of district technology resources via off-campus remote access may result in disciplinary action.

The district may suspend or revoke a system user's access to the district's system upon an administrator's determination of a violation of district policy and/or administrative regulations regarding acceptable use.

Termination of a user's access will be effective on the date the principal or district coordinator receives a notice of student withdrawal or of revocation of system privileges.

A system user knowingly bringing prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the Student Code of Conduct or Employee Handbook.

Disclaimer

Please note that the Internet is a network of many types of communication and information networks. It is possible that users may run across inaccurate or objectionable material. While Bryan ISD will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. A user who accesses such material is expected to discontinue the access as quickly as possible and to report the incident to the appropriate supervisor.

The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether expressed or implied. The district does not warrant that the functions or services performed by, or that the information or software contained on, the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the district.

The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuses of the district's electronic communications system.

Parent Request to Restrict Internet

A child's Internet access may be restricted by parent request. In order to exercise that right, a parent must contact the principal to schedule a meeting. In addition to meeting the child's principal, a parent will be required to write a statement reflecting these wishes restricting the child's use of the Internet at school.

Use of Personal Telecommunications or other Electronic Devices

In addition to policy CQ, the following rules will apply to use of personal telecommunications and/or other electronic devices:

1. Connection of personal devices to the district network will be for the sole purpose of research, assessment, and/ or learning opportunities.
2. Students may utilize their devices in the classroom for educational purposes with prior approval from the teacher. Usage for instruction is up to the discretion of each individual teacher/administrator.
3. Students may utilize their personally owned electronic devices before school, after school, and during their designated lunch shift in accordance with the Acceptable Use Guidelines for Technology Resources.
4. Users will be limited to only the MIT (My Instructional Technology) wireless service that the district has provided, not the wired network.
5. Users may not create or join unauthorized wireless or wired networks to access or bypass the district's network resources. This includes, but is not limited to, connecting via another provider (3G/4G/LTE), establishing wireless access points, wireless routers, and open networks on personal devices.
6. Printing from personal technology will not be permitted at school.
7. The district's technology resources will not be used for commercial purposes.
8. When students are not using the devices for approved instructional purposes, the device must be silenced and put away.

9. The district is NOT responsible for:
 - any damages, injuries, or claims resulting from the use of technology,
 - stolen or damaged personal technology devices,
 - the maintenance or repair of any personal technology,
 - any cost incurred due to the use of personal technology for either texting or Internet usage charges that occur from the use of a student's personal device. It is the parent's responsibility to make sure their child understands the usage options that are available to them, such as the number of texts.
10. Any violation of the above guidelines may result in the loss of network and/or technology privileges as well as other disciplinary action(s) in accordance with the Student Code of Conduct.
11. The district reserves the right to disable all access to MIT wireless service at any time.



Grading Guidelines 2021-2022

According to EIA (Local), the superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents. In accordance with this policy, the following guidelines have been established in regards to Bryan ISD courses and grading procedures.

Per the Texas Education Agency, the grading guidelines detailed in this document will be used for all courses regardless of the mode of instructional delivery (online or in-person instruction).

Table of Contents

Terminology & General Procedures	1
Grading Procedures PK-4	4
Grading Procedures 5-6	8
Grading Procedures 7-8	11
Grading Procedures 9-12	16
Grade Category Weights by Course	21
Bryan Collegiate High School Grading Procedures	22

Terminology & General Procedures

Grades

Grades are assigned as an indication of the level of academic development in an elementary, intermediate, or secondary school subject, course, or class.

Daily Grades

The purpose of daily grades is not to evaluate a student’s final achievement of a topic, but to determine progress toward mastery of the Texas Essential Knowledge and Skills (TEKS). These grades help determine the student’s progress in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Therefore, if a student scores below 75 on a daily assignment and works to master those

same TEKS that were assessed on the daily assignment, a teacher may allow a student a reasonable opportunity to make up or redo a daily assignment for which the student received a failing grade and submit before the end of the six weeks. Daily grades should be based on individual student performance and not on whole class performance and behavior. Homework is an example of a daily grade and should not make up the entire category.

The list below provides examples of typical daily grades. Although this list contains several examples, it should not be considered an all-inclusive list. A variety of other assignments may be used in this category.

- Homework
- Journals
- Lab activities/reports
- Learning centers/stations
- Notebooks
- Oral assessment
- Practice items
- Quizzes
- Products of the stages of writing
- Computer activities (excluding diagnostic assessments/interventions)
- Writing compositions

Major Grades

The purpose of major grades is to evaluate student mastery of the information or skills. Major grades evaluate mastery of TEKS, concepts, understanding, and district objectives. Students' grades shall not be penalized for disciplinary reasons. In courses for high school credit, assignments and assessments taken as major grades (see examples below) should be the same by campus within a course.

The list below provides examples of typical major grades. Although this list contains several examples, it should not be considered an all-inclusive list. A variety of other assignments may be used in this category.

- Writing compositions**
- Lab reports
- Performances**
- Portfolio** (these can be original works or works to show mastery after a reteach/ reassess)
- Presentations**
- Research projects**
- Special projects**
- Products of the stages of writing
- Tests/Major Assessments
- District Based Assessments (DBA) and Benchmark Assessments*

*Per the Bryan ISD Assessment plan, campuses make decisions on the use of district-based assessments and Benchmark grades. Refer to the campus testing coordinator for information.

**Rubrics or specific guidelines would be used to score these assignments.

Missing Assignment Grades

Missing assignments shall be assigned the grade of 'M'. The grade of 'M' indicates that the assignment is missing. The 'M' grade will count as a zero in the student's average.

Grading Scales

Assignments may be calculated as Daily Grades or Major Grades in one of the following methods:

Numerical grades: A 100 is the highest grade that can be recorded. The lowest passing grade is 70. The grading scale is:

A = 90-100

B = 80-89

C = 70-79

F = Failing (Below 70)

*Note: This grading scale applies to BISD courses only. Dual Credit courses through Blinn College follow that institution's policy.

Elective grades K-4: music, art, and physical education E =
Exceeds Expectations

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Homework

Homework is for the purposes of independent practice, extension, and enrichment of topics taught in class. Assignments must be related to state and/or local curriculum standards. While students should be able to complete homework assignments independently, parents are encouraged to oversee the assignments. Extra homework will not be assigned or created as a consequence of misbehavior. A student's lack of resources should not impede the ability to successfully complete or score well on a homework assignment. Teachers are expected to provide timely feedback on homework assignments. Grades should also be posted in a timely manner (see "Posting of Grades" for more information).

Extra Credit

Extra credit must be related to the TEKS in that subject. If extra credit is offered, it must be made available to all students in that course by campus. Extra credit or grades may not be given for clerical tasks such as giving a student "100" for bringing canned goods, Kleenex, fundraising, etc. If the extra credit assignment creates a financial or transportation burden on the student, an alternative extra credit will be given.

Transfer Grades - Intra-District Transfers:

Students who have transferred from one Bryan ISD campus to another or transferred from one class to another within the same campus are considered intra-district transfers. Grade information for these students will be obtained from the *Classwork* screen, located in the [Teacher Access Center \(TAC\) student drawer](#).

Teachers will use this grade information to assign the student a “walk-in-grade” for assignments prior to the student’s enrollment in the class. For intra-district transfers, Teacher Access Center has built in functionality for moving grades. Refer to the TAC help documents for instructions on how to utilize these features. In cases where this functionality is not available, the “walk-in-grade” should be entered manually for the assignments due prior to the student’s enrollment in the class.

Transfer Grades - Out of District Transfers:

Teachers will use grade information from the previous district, if provided, to assign the student a “walk-in-grade” for assignments prior to the student’s enrollment in the class by manually keying in the “walk-in” grade for all assignments. Teacher discretion should be used in instances where coursework grades are not received from the previous district.

For transfer grade situations not addressed above, questions should be directed to the campus lead counselor who will then contact the Director of Counseling Services.

Grade Equivalents: To be used for Transfer-In Grades only

A+ = 100	C+ = 79	E = 95
A = 95	C = 77	S = 85
A- = 90	C- = 75	N = 75
B+ = 89	D = 70	U = 65
B = 85	F=65 (Failing 69 and Below)	Withdrew Failing = 65
B- = 80		Withdrew Passing = 85

Grading Procedures PK-4

Minimum Number of Grades in PK-4

For each six-week report card period, the minimum number of grades to be used in calculating the six-week average for each core subject and/or course is as follows:

Grades Pre-K/K Minimum Number of Grades

The standards-based report card will document a student's current level of proficiency per six weeks.

Grades 1-2 Minimum Number of Grades

	Math	Science	Social Studies	Writing - ELA	Reading	Electives Music, Art, & PE
Daily Grades	7	6	6	6	6	E = Exceeds Expectations S = Satisfactory
Major Grades	3	0	0	3	3	N=Needs Improvement U = Unsatisfactory

Grades 3-4 Minimum Number of Grades

	Math	Science	Social Studies	Writing - ELA	Reading	Electives Music, Art, & PE
Daily Grades	10	6	8	6	6	E = Exceeds Expectations S = Satisfactory
Major Grades	3	3	0	3	3	N=Needs Improvement U = Unsatisfactory

Posting of Grades in 1-4

A minimum of 2 daily grades (including graded homework) must be recorded in the online grading system per week until the minimum number of grades is met. Grades will be collected and posted throughout the six weeks.

- By the end of each 3-week progress report, at least 1 major grade must be recorded in the online grading system.
- At least 2 major grades must be recorded in the online grading system by the end of the 5th week of the six weeks.
- Each major grade must be a separate grade.
- Each major grade should only count once in order to avoid penalizing students unreasonably for the same assignment.
- If grades are dropped, the remaining number of grades must meet the minimum expectations set in the table above.
- Due to school holidays, testing schedules for District Based Assessments and/or Benchmarks, and other special circumstances, deviations from this requirement will occur with administrative approval.

Teachers with shared grading responsibilities (ex. resource teacher, co-teacher, etc.) must provide grades to the teacher of record in a manner that allows for the weekly posting of grades.

All grades taken shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

Maximum Homework Time Allocation in PK-4

Campuses are expected to adhere to the maximum time allocations per night and ensure that homework is aligned to the level of rigor indicated by the district curriculum and the TEKS/SE.

- Pre-Kindergarten: 10 minutes
- Kindergarten: 10 minutes
- 1st Grade: 20 minutes
- 2nd Grade: 30 minutes
- 3rd Grade: 40 minutes
- 4th Grade: 50 minutes

Elementary teachers are expected to collaborate within the grade-level to ensure the time allocation is not exceeded for all subjects combined. Principals are expected to ensure that collaboration is occurring to ensure adherence to the time allocation.

Late Assignments/Late Work in K-4:

The late assignment/late work penalties apply only to students who are in attendance, but fail to turn work in on time. Late work penalties will be **no more severe than** those listed below:

Daily Grades

K-1: No work is considered late if submitted within a six-week grading period.

2-4: The teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. The following represents the requirements and maximum penalties allowed:

- Daily work that is 1 - 2 days late will be accepted without penalty.
- Daily work that is 3 or more days late will be accepted with a penalty of up to 10 points off a 100-point scale, which means up to 10 points per school day, or if another scale is used no more than 10% off for each school attendance day late.
- Late work must be submitted within the grading period.

Major Grades

1-4: The teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. The following represents the requirements and maximum penalties allowed:

- On long-range major projects or announced tests where the due date is established well in advance, the student may be penalized up to 10 points on a 100-point scale, or if another scale is used, 10% per school day for each day beyond the due date.
- Late work must be submitted within the grading period.
- Every effort should be made to complete the work for partial credit.

Exceptions to the late policy may be made for students assigned to an alternative educational setting.

Make-up Work for Absences in PK-4

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual

circumstances with a minimum of 1 day for each day of absence plus at least 1 day to complete and turn-in make up work for full credit. A penalty may not be assessed for work submitted within the allotted make up time frame. A penalty may be assessed for any assignments or tests not made up within the allotted time. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. If the assignment was made prior to the absence, the teacher may require the work the day the student returns.

School-Sponsored Activities in PK-4

Students should make every effort to gather and complete work prior to a school-sponsored absence. Time allowed for make-up work due to a school-sponsored activity should be in accordance with the make-up work for all absences. The district shall not impose a grade penalty for make-up work after an absence because of suspension.

Reteaching and Reassessment in PK-4

Reassessment shall be offered to allow a student another chance to show mastery after he/she has failed an exam. After reteaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher will make every effort to allow the student to be reassessed as soon as possible. A reassessment must be completed prior to the next exam.

Students who score below 75 will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or District STAAR Benchmarks.

Calculating Progress Reports & Six Week Averages in PK-4 Prekindergarten

Progress in demonstration of Prekindergarten skills will be reported to parents as:

- M = Mastery
- P = Progressing
- I = Insufficient progress
- NA = Not assessed at this time.

Kindergarten

Progress in demonstration of Kindergarten skills will be reported to parents as:

- M = Mastery
- P = Progressing
- P Minus = Concern with rate of progress
- I = Insufficient progress
- NA = Not assessed at this time.

Grades 1-4:

The following percentages apply for report card grade calculation:

- 40% Daily Grades
- 60% Major Grades

The district will report progress to parents as numerical scores. Numerical grades will be reported on a scale of 0 to 100 with 70 as the passing standard.

Calculating Yearly Averages in PK-4

Grades PK-K: The standards-based report card will document a student's level of proficiency for the end of the year.

Grades 1-4: The yearly average for a subject shall be calculated by adding the six week grades and dividing by six.

Grading Procedures 5-6

Minimum Number of Grades in 5-6

For each six-week report card period, the minimum number of grades to be used in calculating the six-week average for each core subject and/or course is as follows:

Grade 5 Minimum Number of Grades

	Math	Science	Social Studies	Language Arts*	Electives Music, Art, & PE
Daily Grades	10	10	6	12	E = Exceeds Expectations S = Satisfactory N = Needs Improvement U = Unsatisfactory
Major Grades	3	3	3	4	

*Language Arts grades must include written compositions, grammar, and conventions.

Grade 6 Minimum Number of Grades

	Math	Science	Social Studies	Language Arts*	Electives
Daily Grades	10	10	7	10	7
Major Grades	3	3	3	3	3

*Language Arts grades must include written compositions, grammar, and conventions.

Posting of Grades in Grades 5-6

A minimum of 2 daily grades (including graded homework) must be recorded in the online grading system per week until the minimum number of grades is met. Grades will be collected and posted throughout the six weeks.

- By the end of each 3-week progress report, at least 1 major grade must be recorded in the online grading system.
- At least 2 major grades must be recorded in the online grading system by the end of the 5th week of the six weeks.
- Each major grade must be a separate grade.
- Each major grade should only count once in order to avoid penalizing students unreasonably for the same assignment.
- If grades are dropped, the remaining number of grades must meet the minimum expectations set in the table above.
- Due to school holidays, testing schedules for District Based Assessments and/or Benchmarks, and other special circumstances, deviations from this requirement will occur with administrative approval.

Teachers with shared grading responsibilities (ex. resource teacher, co-teacher, etc) must provide grades to the teacher of record in a manner that allows for the weekly posting of grades.

All grades taken shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

Maximum Homework Time Allocation in Grades 5-6

Campuses are expected to adhere to the maximum time allocations per night and ensure that homework is aligned to the level of rigor indicated by the district curriculum and the TEKS/SE.

- Regular core and elective classes – 20 minutes maximum per class, not to exceed a total time allocation of 1 hour
- Inquire Academy, Odyssey Academy, and Pre-AP 30 minutes maximum per class not to exceed a total time allocation of 90 minutes.

Intermediate teachers are expected to collaborate to ensure the total time allocation does not exceed one hour. Principals are expected to ensure that collaboration is occurring to ensure adherence to the time allocation.

Late Assignments/Late Work in Grades 5-6

The late assignment/late work penalties apply only to students who are in attendance, but fail to turn work in on time. Late work penalties will be **no more severe than** those listed below:

Daily Grades

The teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. The following represents the requirements and maximum penalties allowed:

- Daily work that is 1 - 2 days late will be accepted without penalty.
- Daily work that is 3 or more days late will be accepted with a penalty of up to 10 points off a 100-point scale, which means up to 10 points per school day, or if another scale is used no more than 10% off for each school attendance day late.
- Late work must be submitted within the grading period.

Major Grades

The teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. The following represents the requirements and maximum penalties allowed:

- On long-range major projects or announced tests where the due date is established well in advance, the student may be penalized up to 10 points on a 100-point scale, or if another scale is used, 10% per school day for each day beyond the due date.
- Late work must be submitted within the grading period.
- Every effort should be made to complete the work for partial credit.

Exceptions to the late policy may be made for students assigned to an alternative educational setting.

Make-up Work for Absences in Grades 5-6

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least 1 day to complete and turn-in make-up work for full credit. A penalty may not be assessed for work submitted within the allotted make up time frame. A penalty may be assessed for any assignments or tests not made up within the allotted time. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. If the assignment was made prior to the absence, the teacher may require the work the day the student returns.

School-Sponsored Activities in Grades 5-6

Students should make every effort to gather and complete work prior to a school-sponsored absence. Time allowed for make-up work due to a school-sponsored activity should be in accordance with the make-up work for all absences. The district shall not impose a grade penalty for make-up work after an absence because of suspension.

Reteaching and Reassessment in Grades 5-6

Reassessment shall be offered to allow a student another chance to show mastery after he/she has failed an exam. After reteaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher will make every

effort to allow the student to be reassessed as soon as possible. A reassessment must be completed prior to the next exam.

Students who score below 75 will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or District STAAR Benchmarks.

Edgenuity Six Weeks Grade Repair Courses in Grades 5-6

A six weeks' repair course taken in Edgenuity can replace a failing grade for that same course for a specific six weeks. The Edgenuity grade will replace the original grade up to a 70. An Edgenuity Educator will submit the grade earned for the Edgenuity six weeks' grade repair course to the teacher of record on an Edgenuity course grade form. Edgenuity six weeks' grade repair is provided for marking periods 1, 2, 4, and 5 for available courses.

Calculating Progress Reports & Six Week Averages in Grades 5-6

The following percentages apply for report card grade calculation:

- 40% Daily Grades
- 60% Major Grades

The district will report progress to parents as numerical scores. Numerical grades will be reported on a scale of 0 to 100 with 70 as the passing standard.

Calculating Yearly Averages in Grades 5-6

The yearly average for a subject shall be calculated by adding the six week grades and dividing by six.

Grading Procedures 7-8

Minimum Number of Grades in Grades 7-8

For each six-week report card period, the minimum number of grades to be used in calculating the six-week average for each core subject and/or course is as follows:

Grades 7-8 Minimum Number of Grades

	Math	Science	Social Studies	Language Arts*	Electives
Daily Grades	10	10	10	12	10
Major Grades	3	3	3	3	3

*Language Arts grades must include written compositions, grammar, and conventions.

Posting of Grades in Grades 7-8

A minimum of 2 daily grades (including graded homework) must be recorded in the online grading system per week until the minimum number of grades is met. Grades will be collected and posted throughout the six weeks.

- By the end of each 3-week progress report, at least 1 major grade must be recorded in the online grading system.
- At least 2 major grades must be recorded in the online grading system by the end of the 5th week of the six weeks.
- Each major grade must be a separate grade.
- Each major grade should only count once in order to avoid penalizing students unreasonably for the same assignment.
- If grades are dropped, the remaining number of grades must meet the minimum expectations set in the table above.
- Due to school holidays, testing schedules for District Based Assessments and/or Benchmarks, and other special circumstances, deviations from this requirement will occur with administrative approval.

Teachers with shared grading responsibilities (ex. resource teacher, co-teacher, etc) must provide grades to the teacher of record in a manner that allows for the weekly posting of grades.

All grades taken shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

Maximum Homework Time Allocation in Grades 7-8

Campuses are expected to adhere to the maximum time allocations per night and ensure that homework is aligned to the level of rigor indicated by the district curriculum and the TEKS/SE.

- Regular core and elective classes – an average of 20 minutes maximum per class
- Inquire Academy, Odyssey Academy, and Pre-AP classes – an average of 30 minutes per class

Middle School teachers are expected to collaborate to ensure the total time allocation does not exceed 1.5 hours. Principals are expected to ensure that collaboration is occurring to ensure adherence to the time allocation.

Late Assignments/Late Work in Grades 7-8

The late assignment/late work penalties apply only to students who are in attendance, but fail to turn work in on time. Late work penalties will be **no more severe than** those listed below:

Daily Grades

The teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. The following represents the requirements and maximum penalties allowed:

- Daily work will be accepted late with a penalty of up to 10 points off a 100-point scale, which means up to 10 points per school day, or if another scale is used no more than 10% off for each

- school attendance day late.
- Late work must be submitted within the grading period.

Major Grades

The teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. The following represents the requirements and maximum penalties allowed:

- On long-range major projects or announced tests where the due date is established well in advance, the student may be penalized up to 10 points on a 100-point scale, or if another scale is used, 10% per school day for each day beyond the due date.
- Late work must be submitted within the grading period.
- Every effort should be made to complete the work for partial credit.

Exceptions to the late policy may be made for students assigned to an alternative educational setting.

Make-up Work for Absences in Grades 7-8

Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least 1 day to complete and turn-in make up work for full credit. A penalty may not be assessed for work submitted within the allotted make up time frame. A penalty may be assessed for any assignments or tests not made up within the allotted time. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. If the assignment was made prior to the absence, the teacher may require the work the day the student returns.

School-Sponsored Activities in Grades 7-8

Students should make every effort to gather and complete work prior to a school-sponsored absence. Time allowed for make-up work due to a school-sponsored activity should be in accordance with the make-up work for all absences. The district shall not impose a grade penalty for make-up work after an absence because of suspension.

Re-teaching and Reassessment in Grades 7-8

Reassessment shall be offered to allow a student another chance to show mastery after he/she has failed an exam. After re-teaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher will make every effort to allow the student to be reassessed as soon as possible. A reassessment must be completed prior to the next exam.

Students who score below 75 will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or District STAAR Benchmarks.

Students in high school courses who score below 75 will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or District STAAR Benchmarks.

Edgenuity Six Weeks Grade Repair Courses in Grades 7-8

A six weeks repair course taken in Edgenuity can replace a failing grade for that same course for a specific six weeks. The Edgenuity grade will replace the original grade up to a 70. An Edgenuity Educator will submit the grade earned for the Edgenuity six weeks grade repair course to the teacher of record on an Edgenuity course grade form. Edgenuity six weeks grade repair is provided for marking periods 1, 2, 4, and 5 for available courses.

Edgenuity High School Semester Courses in Grades 7-8

The grade earned for a course taken for semester credit recovery or advancement through Edgenuity must consist of at least 70% Edgenuity course work. Assignments from outside the Edgenuity program may constitute a maximum of 30% of the course grade where no single external assignment counts for more than 20% of the final average. The final course grade will be submitted by an Edgenuity Educator and posted on the transcript by the campus designee. See Edgenuity Handbook for more information.

Calculating Progress Reports & Six Week Averages in Grades 7-8

The following percentages apply for report card grade calculation:

	On-Level and Pre-AP Middle School Courses	On-Level High School Courses	Pre-AP High School Courses*
Daily Grades	40%	40%	30%
Major Grades	60%	60%	70%

*Deviations from these percentages must be course specific, district-wide, and approved at the district level. See the high school section titled, “Grade Category Weights by Course” for specific information.

The district will report progress to parents as numerical scores. Numerical grades will be reported on a scale of 0 to 100 with 70 as the passing standard.

Calculating Course Averages in Grades 7-8 Middle School Courses

The yearly average for a subject shall be calculated by adding the six week grades and dividing by six.

High School Courses

The semester grade high school work for which a Carnegie Unit of credit is earned shall be calculated from the six-week grades and the final exam. The average of the six-week grades shall count as 80 percent of the semester grade, and the final exam shall count as 20 percent of the semester grade.

Students who do not take Final Exams shall not receive course credit as a result of not completing the course requirements. If a student misses a semester exam, it shall be the teacher's responsibility to provide a copy of the exam and an answer key for the makeup test. It shall be the principal's responsibility to establish a makeup date for the final exam. EOC courses taught at the middle school will not be required to take a Final Exam in the Spring semester.

When a student fails the first semester or the second semester of a two-semester course, then semester averaging will be used. The two semesters will be added together and divided by two to obtain an averaged semester grade. Credit will be awarded for the entire year if the average of the two grades is 70 or above.

End of Course Tests and Course Credit in Grades 7-8

The following scenarios will determine credit recovery for high school courses with End of Course Exams, such as English I, English II, Algebra I, Biology I, and U.S. History:

- If a student fails the course and the End of Course test, he or she will retake the course, receive state required acceleration, and retake the End of Course test.
- If a student passes the course and fails the End of Course test, he or she will receive state required acceleration and retake the End of Course test.
- If a student fails the course and passes the End of Course test, he or she will be eligible for credit recovery through summer school or a lab class.

Final Exam Exemptions in Grades 7-8

Students in EOC test courses in the spring semester will be exempt from the final exam in EOC courses regardless of the students' grade level.

Maximum Number of Final Exam Exemptions by Grade		
Grade Level	Fall Semester	Spring Semester
7-8	0	All EOC Courses

Minimum Number of Grades in Grades 9-12

Grading Procedures 9-12

For each six-week report card period, the minimum number of grades to be used in calculating the six-week average for each core subject and/or course is as follows:

Grades 9-12 Minimum Number of Grades

	Math	Science	Social Studies	Language Arts*	Electives
Daily Grades	10	10	10	10	10
Major Grades	3	3	3	3	3

*Language Arts grades must include written compositions, grammar, and conventions.

Posting of Grades in Grades 9-12

A minimum of 2 daily grades (including graded homework) must be recorded in the online grading system per week until the minimum number of grades is met. Grades will be collected and posted throughout the six weeks.

- By the end of each 3-week progress report, a total of 6 daily grades and at least 1 major grade must be recorded in the online grading system.
- By the end of the 5th week of a six week grading period, a minimum of 10 daily grades, with at least 2 major grades must be recorded in the online grading system.
- Each major grade must be a separate grade.
- Each major grade should only count once in order to avoid penalizing students unreasonably for the same assignment.
- If grades are dropped, the remaining number of grades must meet the minimum expectations set in the table above.
- Due to school holidays, testing schedules for District Based Assessments and/or Benchmarks, and other special circumstances, deviations from this requirement will occur with administrative approval.

Teachers with shared grading responsibilities (ex. resource teacher, co-teacher, etc.) must provide grades to the teacher of record in a manner that allows for the weekly posting of grades.

All grades taken shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process.

Maximum Homework Time Allocation in Grades 9-12

Campuses are expected to adhere to the maximum time allocations per night and ensure that homework is aligned to the level of rigor indicated by the district curriculum and the TEKS/SE.

- Regular core and elective classes – 30 minutes' maximum per class
- Pre-AP, Honors/OnRamp, Dual Credit, AP, and IB classes will require more time

High School teachers are expected to collaborate to ensure the total time allocation does not exceed 1.5 hours. Principals are expected to ensure that collaboration is occurring to ensure adherence to the time allocation.

Late Assignments/Late Work in Grades 9-12

The late assignment/late work penalties apply only to students who are in attendance, but fail to turn work in on time. Late work penalties will be **no more severe than** those listed below:

Daily Grades

The teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. The following represents the requirements and maximum penalties allowed:

- Daily work will be accepted late with a penalty of up to 10 points off a 100-point scale, which means up to 10 points per school day, or if another scale is used no more than 10% off for each school attendance day late.
- Late work must be submitted within the grading period.

Major Grades

The teacher may use discretion regarding the extension of the late work rule due to extenuating circumstances. The following represents the requirements and maximum penalties allowed:

- On long-range major projects or announced tests where the due date is established well in advance, the student may be penalized up to 10 points on a 100-point scale, or if **Make-up Work for Absences Grades 9-12**
- Students shall be expected to make up assignments and tests after absences. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances with a minimum of 1 day for each day of absence plus at least 1 day to complete and turn-in make-up work for full credit. A penalty may not be assessed for work submitted within the allotted make up time frame. A penalty may be assessed for any assignments or tests not made up within the allotted time. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. If the assignment was made prior to the absence, the teacher may require the work the day the student returns. another scale is used, 10% per school day for each day beyond the due date.
- Late work must be submitted within the grading period.
- Every effort should be made to complete the work for partial credit.

Exceptions to the late policy may be made for students assigned to an alternative educational setting.

School-Sponsored Activities in Grades 9-12

Students should make every effort to gather and complete work prior to a school-sponsored absence. Time allowed for make-up work due to a school-sponsored activity should be in accordance with the make-up work for all absences. The district shall not impose a grade penalty for make-up work after an absence because of suspension.

Reteaching and Reassessment in Grades 9-12

Reassessment shall be offered to allow a student another chance to show mastery after he/she has failed an exam. After reteaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher will make every effort to allow the student to be reassessed as soon as possible. A reassessment must be completed prior to the next exam.

Students who score below 75 will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or District STAAR Benchmarks.

Students in high school courses who score below 75 will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or District STAAR Benchmarks.

Edgenuity Six Weeks Courses in Grades 9-12

A six weeks' repair course taken in Edgenuity can replace a failing grade for that same course for a specific six weeks. The Edgenuity grade will replace the failing grade up to a 70. An Edgenuity Educator will submit the grade earned for the Edgenuity six weeks' grade repair course to the teacher of record on an Edgenuity Course grade form. Edgenuity six weeks' grade repair is provided for marking periods 1,2,4, and 5 for available courses.

Edgenuity High School Semester Courses in Grades 9-12

The grade earned for a course taken for credit recovery or advancement through Edgenuity must consist of at least 70% Edgenuity course work. Assignments from outside the Edgenuity program may constitute a maximum of 30% of the course grade where no single external assignment counts for more than 20% of the final average. The final course grade will be submitted by the Edgenuity course Educator and posted on the transcript by the campus designee.

Calculating Progress Reports & Six Week Averages in Grades 9-12

The following percentages apply for report card grade calculation:

	On-Level Courses	Academic Courses* (Honors/OnRamps, Pre-AP, Pre-IB)	Advanced Courses* (AP and IB)
Daily Grades	40%	30%	20%
Major Grades	60%	70%	80%

*Deviations from these percentages must be course specific, district-wide, and approved at the district level. See the high school section titled, “Grade Category Weights by Course” for specific information.

The district will report progress to parents as numerical scores. Numerical grades will be reported on a scale of 0 to 100 with 70 as the passing standard.

Calculating Course Averages in Grades 9-12

The semester grade high school work for which a Carnegie Unit of credit is earned shall be calculated from the six-week grades and the final exam. The average of the six-week grades shall count as 80 percent of the semester grade, and the final exam shall count as 20 percent of the semester grade.

Students who do not take Final Exams shall not receive course credit as a result of not completing the course requirements. If a student misses a semester exam, it shall be the teacher’s responsibility to provide a copy of the exam and an answer key for the makeup test. It shall be the principal’s responsibility to establish a makeup date for the final exam. EOC courses taught at the middle school will not be required to take a Final Exam in the Spring semester.

When a student fails the first semester or the second semester of a two-semester course, then semester averaging will be used. The two semesters will be added together and divided by two to obtain an averaged semester grade. Credit will be awarded for the entire year if the average of the two grades is 70 or above.

End of Course Tests and Course Credit in Grades 9-12

The following scenarios will determine credit recovery for high school courses with End of Course Exams, such as English I, English II, Algebra I, Biology I, and U.S. History:

- If a student fails the course and the End of Course test, he or she will retake the course, receive state required acceleration, and retake the End of Course test.
- If a student passes the course and fails the End of Course test, he or she will receive state required acceleration and retake the End of Course test.
- If a student fails the course and passes the End of Course test, he or she will be eligible for credit recovery through summer school or a lab class.

Final Exam Exemptions in Grades 9-12

Students in EOC test courses in the spring semester will be exempt from the final exam in EOC courses regardless of the students’ grade level or eligibility criteria.

Exemptions from semester exams shall be allowed in accordance with the following eligibility criteria:

- A student’s grade classification at the beginning of the year shall determine the number of exemptions for which the student is eligible.
- EOC tested courses are not eligible for exemptions at the end of the fall semester, unless that student is

taking the EOC during the fall administration.

- A student must have a grade average of 80 or above in the course in order to be eligible for exemption.
- A student who has violated the Student Code of Conduct during the semester shall not be eligible to be exempt from any semester exams.

If all eligibility criteria have been satisfied, a student shall be eligible for a maximum number of semester exemptions according to the following:

Maximum Number of Final Exam Exemptions by Grade		
Grade Level	Fall Semester	Spring Semester
9	1 excluding EOC courses	4 total - including EOC (EOC+non-EOC)=4 Exemptions
10	2 excluding EOC courses	5 total - including EOC (EOC+non-EOC)=5 Exemptions
11	3 excluding EOC courses	6 total - including EOC (EOC+non-EOC)=6 Exemptions
12	4 excluding EOC Courses	8 total - including EOC (EOC+non-EOC)=8 Exemptions

Senior Completion Status and Graduation

The name of any senior who is in danger of failing a class shall be removed from the eligible graduation list during the final semester of the year. Each teacher shall be responsible for notifying the appropriate office of the need to remove a student's name prior to the beginning of semester exams.

If a student's performance on the final exam is significantly different from the performance during the semester and would result in a failing average, the principal shall have the authority to require the student to retake a final exam prior to participation in graduation ceremonies.

Grade Category Weights by Course

Course Name	Major-Daily	Course Name	Major-Daily
2-Dimensional Design AP	80-20	Geography, Honors	70-30
3-Dimensional Design AP	80-20	German IB HL 2	80-20
Algebra I, Pre-AP	70-30	German IB SL 1	80-20
Algebra 2, Pre-AP	70-30	German IV AP	80-20
AP Drawing	80-20	Government AP	70-20-10 *
Geometry, Pre-AP	70-30	History IB HL	70-15-15*
Art History AP	80-20	Human Geography, AP	80-20
Art/ Film IB HL	80-20	Independent Study & Research, IB	70-30

Art/Film IB SL	80-20	Latin IB SL 1	80-20
Biology, Pre-AP	60-40	Latin IB SL 2	80-20
Biology IB HL	70-30	Latin IV AP	80-20
Biology IB SL	70-30	Macroeconomics AP	70-20-10*
Biology AP	60-40	Math IB 2B	80-20
Calculus AB AP	80-20	Math IB SL 1B	80-20
Calculus BC AP	80-20	Math Studies IB SL	80-20
Capstone, AP	80-20	Microeconomics AP	70-20-10*
Chemistry, Pre-AP	60-20-20*	Music IB HL	80-20
Chemistry IB HL	70-30	Music IB SL	60-40
Chemistry IB SL	70-30	Physics IB HL	70-30
Chemistry AP	60-40	Physics I AP	70-30
Computer Science A, AP	80-20	Physics , Pre-AP (Odyssey)	60-40
Computer Science Principles, AP	80-20	Physics II AP	70-30
Computer Science IB	80-20	Precalculus,Pre-AP	70-30
Conceptual Physics IB	70-30	Spanish IB SL 1	80-20
English I, Pre-AP	60-40	Spanish IB SL 2	80-20
English II, Pre-AP	60-40	Spanish IV AP	80-20
English III AP	70-30	Spanish V AP	80-20
English III Honors	60-40	Statistics AP	80-20
English III IB	70-30	Theory of Knowledge I	70-30
English III IB HL	70-30	Theory of Knowledge II	70-30
English IV AP	70-30	US History AP	70-15-15*
English IV IB	70-30	US History Honors/OnRamp	70-30
English IV IB HL	70-30	Visual Arts IB HL	80-20
Environmental Science, AP	70-30	Visual Arts IB SL	80-20
European History, AP	80-20	World History AP	80-20
French IB SL 1	80-20	World History Honors	70-30
French IB SL 2	80-20		
French IV AP	80-20		

HL = Higher Level IB SL = Standard Level IB IB = International Baccalaureate

*The daily grades for these courses are further divided into two sub-categories. Refer to the course syllabus for details.

Bryan Collegiate High School Grading Procedures

Bryan Collegiate High School is an Early College High School that provides students the opportunity to earn up to 60 college credit hours while in attending high school. BCHS grading practices and procedures are designed to help students acclimate to the college courses they will be taking throughout their high school experience. The [BCHS Charter Agreement](#) allows BCHS to make changes with Board of Trustees Approval to grading policy and GPA calculation that may be different than other BISD campuses.

Minimum Number of Grades at BCHS

Since Bryan Collegiate High School does not issue grades for each six-weeks grading period, guidelines for the minimum number of grades are established below. For each semester report card grading period, the **minimum** number of grades to be used in calculating the semester average for each core subject and/or course is as follows:

BCHS Minimum Number of Grades

	Math	Science	Social Studies	Language Arts	All Other Courses
Daily Grades	6	6	6	6	6
Major Grades	6	6	6	6	6

Posting of Grades at BCHS

It is a campus expectation that electronic teacher gradebooks be updated on a weekly basis. All grades taken shall be recorded in the electronic grade book for grade levels K-12 within a week of being collected. However, major projects, research papers, and similar student work may take longer than a week to grade due to the nature of the grading process. Similarly, assignments collected through the ICU/late work process should be graded and recorded in the electronic gradebook within a week of being collected.

- By the end of the second six-weeks period for each semester, each teacher must have at least four daily and four major grades recorded in their electronic gradebook.
- Each major grade must be a separate grade.
- Each major grade should only count once in order to avoid penalizing students unreasonably for the same assignment.
- If grades are dropped, the remaining number of grades must meet the minimum expectations set in the table above.
- Due to school holidays, testing schedules for District Based Assessments and/or Benchmarks, and other special circumstances, deviations from this requirement will occur with administrative approval.

Maximum Homework Time Allocation at BCHS

Campuses are expected to adhere to the maximum time allocations per night and ensure that homework is aligned to the level of rigor indicated by the district curriculum and the TEKS/SE.

- Regular core and elective classes – 30 minutes maximum per class
- Pre-AP, Honors/OnRamp, Dual Credit, AP, and IB classes will require more time

High School teachers are expected to collaborate to ensure the total time allocation does not exceed 1.5 hours. Principals are expected to ensure that collaboration is occurring to ensure adherence to the time allocation.

Late Assignments/Late Work Grades at BCHS

The late assignment/late work penalties apply only to students who are in attendance, but fail to turn work in on time. All late assignments/work for both daily and major grades will be handled through the Intensive Care Unit and Critical Care Unit (ICU/CCU) process and must be submitted during the semester in which the student is enrolled in the course. Through this process, students will be able to turn in any late assignments/work for a maximum penalty detailed below:

9th Grade Courses

There will be no penalty for work that is submitted late.

10th Grade Courses

A maximum of 10% off will be taken for late work.

11th-12th Grade Courses

Students enrolled in junior or senior level courses will receive 10% off the first class meeting an assignment is late, 20% off the second class meeting an assignment is late, and 30% off the third class meeting an assignment is late. After the third class meeting, a late assignment will no longer be accepted and will go into the gradebook as a zero.

Dual Credit Courses

All dual credit courses are subject to Blinn College Late Work policies.

School-Sponsored Activities at BCHS

Students should make every effort to gather and complete work prior to a school-sponsored absence. Time allowed for make-up work due to a school-sponsored activity should be in accordance with the make-up work for all absences. The district shall not impose a grade penalty for make-up work after an absence because of suspension.

Retest/Reassessment at BCHS

Reassessment should be offered to allow a student another chance to show mastery after he/she has failed an exam. After re-teaching occurs, the reassessment option may include a formal or informal measure deemed appropriate by the teacher/course level for evaluating the skill or concept. The teacher will make every effort to allow the student to be reassessed as soon as possible. A reassessment must be completed prior to the next exam. Students must complete a Bryan Collegiate High School Retest Prescription form in order to complete a reassessment. This form must be submitted to the teacher so that a tutorial time can be scheduled. All exam reassessments will be administered before or after school or during Saturday school.

Students in high school courses who score less than 75 will be given an opportunity to retest in order to earn up to a 75. If the reassessment is administered, the higher grade must replace the lower one with a maximum grade of 75. Students will have only one opportunity for reassessment per failing test grade. The reassessment option is not available for semester exams or District STAAR Benchmarks.

Edgenuity Semester Courses at BCHS

The grade earned for a course taken for credit recovery or advancement through Edgenuity must consist of at least 70% Edgenuity course work. Assignments from outside the Edgenuity program may constitute a maximum of 30% of the course grade where no single external assignment counts for more than 20% of the final average. The final course grade will be submitted by the Edgenuity course teacher and posted on the transcript by the campus designee.

Calculating Progress Reports & Report Card Grades at BCHS

The following percentages apply for progress report and report card grade calculation:

	On-Level Courses	Academic Courses (Honors/OnRamps, Pre-AP, Pre-IB)	Advanced Courses* (AP and IB)
Daily Grades	40%	30%	20%
Major Grades	60%	70%	80%

*For specific course information at Bryan Collegiate, please see the chart below labeled "BCHS Grade Category Weights by Course". The course weights at BCHS are designed to prepare students for their dual credit courses at Blinn College that provide very few daily grades and put significant value on major grades.

The district will report progress to parents as numerical scores. Numerical grades will be reported on a scale of 0 to 100 with 70 as the passing standard.

BCHS Grade Category Weights by Course

Course(s)	Major/Daily
AP Physics I, AP World History	80/20
PAP English I, PAP English II, English III Honors	70/30
PAP Algebra I, PAP Geometry, PAP Algebra II	70/30
PAP Biology, PAP Chemistry	70/30
PAP World Geography	70/30
Spanish I, PAP Spanish II, PAPNS Spanish I, PAPNS Spanish II	70/30
Path College Career I - IV	70/30
Technology Applications, Robotics	70/30
Reading I - III	60/40
DC Math Lab, DC Science Lab, DC History Lab	60/40
Strategic Learning for High School Mathematics	60/40
Practical Writing	60/40

Calculating Course Averages Grades at BCHS

In order to help facilitate a college going culture at Bryan Collegiate, and to help students adjust to earning semester grades as a college student, Bryan Collegiate only issues report cards at the end of each long semester (in December and May). In lieu of report cards each six weeks, Bryan Collegiate issues interim progress reports (IPR's) every three weeks to help parents and students know how a student is performing in a particular course. Please note that Blinn course grades are not reported to Bryan Collegiate until the end of the semester.

The semester grade high school work for which a Carnegie Unit of credit is earned shall be calculated from the grades earned throughout the semester and the final exam. The running average of the grades earned throughout the semester shall count as 80 percent of the semester grade, and the final exam shall count as 20 percent of the semester grade.

Students who do not take Final Exams shall not receive course credit as a result of not completing the course requirements. If a student misses a semester exam, it shall be the teacher's responsibility to provide a copy of the exam and an answer key for the makeup test. It shall be the principal's responsibility to establish a makeup date for the final exam. EOC courses taught at the middle school will not be required to take a Final Exam in the Spring semester.

When a student fails the first semester or the second semester of a two-semester course, then semester averaging will be used. The two semesters will be added together and divided by two to obtain an averaged semester grade. Credit will be awarded for the entire year if the average of the two grades is 70 or above.

End of Course Tests and Course Credit at BCHS

The following scenarios will determine credit recovery for high school courses with End of Course Exams, such as English I, English II, Algebra I, Biology I, and U.S. History:

- If a student fails the course and the End of Course test, he or she will retake the course, receive state required acceleration, and retake the End of Course test.
- If a student passes the course and fails the End of Course test, he or she will receive state required acceleration and retake the End of Course test.
- If a student fails the course and passes the End of Course test, he or she will be eligible for credit recovery through summer school or a lab class.

Final Exam Exemptions at BCHS

Students in EOC test courses in the spring semester will be exempt from the final exam in EOC courses regardless of the students' grade level or eligibility criteria. Exemptions from semester exams shall be allowed in accordance with the following eligibility criteria:

- A student's grade classification at the beginning of the year shall determine the number of exemptions for which the student is eligible.
- EOC tested courses are not eligible for exemptions at the end of the fall semester, unless that student is taking the EOC during the fall administration.
- A student must have a grade average of 80 or above in the course in order to be eligible for

exemption.

- A student who has violated the Student Code of Conduct during the semester shall not be eligible to be exempt from any semester exams.

If all eligibility criteria have been satisfied, a student shall be eligible for a maximum number of semester exemptions according to the following:

BCHS Maximum Number of Final Exam Exemptions by Grade		
Grade Level	Fall Semester	Spring Semester*
9	1 excluding EOC courses	4 total - including EOC (EOC+non-EOC)=4 Exemptions
10	2 excluding EOC courses	5 total - including EOC (EOC+non-EOC)=5 Exemptions
11	3 excluding EOC courses	6 total - including EOC (EOC+non-EOC)=6 Exemptions
12	4 excluding EOC Courses	8 total - including EOC (EOC+non-EOC)=8 Exemptions

*Path College Career (PCC) courses are not eligible for final exam exemptions for the spring semester.

BCHS GPA Calculation

BCHS GPA calculation will be identical to BHS and RHS with the exception of dual credit courses. All dual credit courses calculate as the same weight as AP courses. Current policy only allows dual credit English 1301/1302, US History 1301/1302, Government and Economics to be given weight. This dual credit weight will only apply for students while at Bryan Collegiate High School. If a student leaves Bryan Collegiate their GPA will be calculated the same as all BHS and RHS students.