

Brazosport Independent School District District Student Handbook 2023-2024

Brazosport Independent School District
301 West Brazoswood Drive
Clute, TX 77531
www.brazosportisd.net

P.O. Drawer Z * Freeport, Texas 77542 * (979) 730-7000

The BISD Student Handbook is superseded by Board Policy and exist to further provide clarity to practices of the Brazosport Independent School District

Non-Discrimination Statement

In its efforts to promote nondiscrimination and as required by law, Brazosport ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The District provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, Brazosport 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.

Brazosport ISD has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Robin Pelton at 301 Brazoswood Dr., Clute, Texas 77531, 979-730-7000 extension 24101, rpelton@brazosportisd.net. 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).

For concerns regarding discrimination on the basis of disability, please contact the ADA/Section 504 Coordinator: Lorin Furlow, 301 W. Brazoswood Dr., Clute, Texas 77531, 979-730-700 extension 19246, lfurlow@brazosportisd.net.

For all other concerns regarding discrimination, please contact the Superintendent: Danny Massey, 301 W. Brazoswood Dr., Clute, Texas 77531, 979-730-7001, dmassey@brazosportisd.net.

August 3, 2023

Dear Parents:

Welcome to the 2023-2024 school year!

In our continuing efforts to be as efficient as possible, we are using our Website as the primary vehicle for distributing both the 2023-2024 Student Handbook and Student Code of Conduct. These resources can be found on the front page of the district's site, www.brazosportisd.net.

Because so many of our families are internet users at home and/or work, we feel this is a good step in communicating needed information, while also being sensitive to the need to reduce the flow of paper. You will find that the electronic versions of both the Student Handbook and the Student Code of Conduct include a table of contents for ease in looking for specific information. You may want to pay special attention to areas found in the Student Handbook such as Parental Rights, Student Records, Compulsory Attendance, Dress and Grooming, and Discipline.

For those families who do not have internet access at home or who prefer a hard copy, one can be provided for you at no cost. If needed, please contact your home campus, indicating your desire for a hard copy, and a handbook will be sent home with your student as soon as possible. Thank you for your continued partnership in the education of your child and for your support of our school district. We look forward to a phenomenal year!

Brazosport ISD Administration

Motto:

We Believe!

BISD Mission:

The mission of Brazosport ISD is to graduate each student to be future ready

Vision:

BISD.....Setting the Standard for Educational Excellence

Beliefs:

- We believe every child deserves the highest quality education.
- We believe everyone is accountable for student success.
- We believe students find purpose through connections with their schools.
- We believe collaborative partnerships are vital to strengthening the learning environment.
- We value and support the contributions of our staff.

BISD Goals:

- Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.
- Brazosport ISD learning environments will be safe and conducive to learning.
- Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.
- Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.
- Brazosport ISD will recruit, develop, and retain highly effective staff.

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School Board Members

Mason Howard	President
Scott Schwertner	Vice President
Jerry Adkins	Secretary
Joe Rinehart	Asst. Secretary
Patty Sayes	Trustee
Elizabeth Cuellar	Trustee
Chris Dunn	Trustee

Executive Leadership

Danny Massey	Superintendent of Schools
Jay Whitehead	Deputy Superintendent
Kristy Kirschner	Chief Human Resources Officer
Rebecca Kelley	Chief Financial Officer
Rita Cundieff	Deputy Superintendent
Brian Cole	Deputy Superintendent
Ron Redden	Asst. Superintendent
Richard Yoes	Asst. Superintendent
Monty Burger	Chief Operations & Technology Officer

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals:

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: Lorin Furlow / lfurlow@brazosportisd.net

Phone Number: 979-730-7000

Section 504 Referrals

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

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: Lorin Furlow

Phone Number: 979-730-7000

Additional Information: lfurlow@brazosportisd.net

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](#)

PREFACE

To Students and Parents:

Welcome to the school year 2023-2024! 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 Brazosport ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS—with notices that the district must provide to all parents, as well as other information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook; and

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

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

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

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

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

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

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

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

Your child’s school will request that you provide contact information, such as your phone number and email address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school’s mission, so prompt notification of any change in the 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 note that references to policy codes are included so that parents can refer to current Board policy. A copy of the district's policy manual is available for review online at www.brazosportisd.net

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[The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.](#)

[The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison or school counselor will notify the student's parent within a reasonable amount of time after the liaison and/or school counselor learns that a student has displayed early warning signs and provide information about available counseling options.](#)

[The district has also established procedures for staff to notify the mental health liaison or school counselor regarding a student who may need intervention.](#)

[The mental health liaison can be reached at:](#)

[Allison Jasso](#)

[Director of Guidance & Counseling](#)

[PO Drawer Z; Freeport, TX 77541](#)

allison.jasso@brazosportisd.net

[979-730-7000, ext. 29216](#)

[The mental health liaison or school counselor can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.](#)

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[Since 1995, the Texas Education Code has allowed districts to use Credit by Exam \(CBE\) assessment for acceleration or credit for primary and secondary students.](#)

[BISD has joined with the University of Texas in Austin to provide a consistent and quality program for acceleration as well as alternate means to earn credit. All examinations are vigorously field-tested, externally validated, and audited to ensure that assessments thoroughly test the Texas Essential Knowledge and Skills \(TEKS\) in the applicable grade level or subject area and that all exams are compliant with state statute regarding the development, validation, and auditing of credit-by-examination tests.](#)

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[Brazosport ISD partners with Brazosport College to host FAFSA Nights at our high schools in order to provide assistance to families as they complete their application.](#)

[A student is not required to complete and submit a FAFSA or TASFA if:](#)

- [The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;](#)
- [A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or](#)
- [A school counselor authorizes the student to opt out for good cause.](#)

[Please contact the school counselor for more information.](#)

[To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit:](#)

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- [A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;](#)
- [Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;](#)
- [A copy or screenshot of the FAFSA acknowledgment page;](#)
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School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is noninvasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Exams and Screenings

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SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent. An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See FNG(LOCAL).

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

- 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.

Consent Before Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction.

In addition, you may remove your child from any part of this 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.

Consent Before Instruction

Before a student receives instruction on the topics of Child Abuse, Dating Violence, or Human Trafficking, the district must obtain written consent from the student's parent. Parents complete the consent form during the yearly registration process.

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Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison or school counselor will notify the student's parent within a reasonable amount of time after the liaison and/or school counselor learns that a student has displayed early warning signs and provide information about available counseling options.

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

The mental health liaison can be reached at:

Allison Jasso
Director of Guidance & Counseling
PO Drawer Z; Freeport, TX 77541
allison.jasso@brazosportisd.net
979-730-7000, ext. 29216

The school counselor can be reached by calling the main phone number for the campus in which the student attends.

The mental health liaison or school counselor can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

Objecting to Display of a Student's Original Works and Personal Information

Teachers may display students' artwork, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. Student artwork, special projects, photographs taken by students, and other original works may also be displayed on the campus or district websites, and in publications which may include printed materials, videos, or other methods of mass communication.

If you do not want your child's artwork, special projects, photographs taken by your child, and other original works to be displayed on the website, in printed material, by video, or by any other method of mass communication, you may notify the principal in writing.

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

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

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

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law. Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

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[See Video Cameras on page 91 for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

Prohibiting the Use of Corporal Punishment

[See Brazosport ISD Student Code of Conduct](#)

Limiting Electronic Communications with Students by District Employees

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

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

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

- An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student’s parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and the employee’s supervisor should receive the same message; or
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee’s district e-mail address.

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

Objecting to the Release of Directory Information

The Family Education Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; a student’s name and photograph posted on a district-approved and-managed social media platform; and the names and grade levels of students submitted by a district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year. [See Appendix II, “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information”.]

The district has designated the following as directory information: student name, address, telephone listing, electronic mail address, photograph, and the date and place of birth, as well as 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.

If you object to the release of the student information, your decision will also apply to the use of that information for school-sponsored purposes, such as honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

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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.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information. This objection must be made in writing to the principal. [See Appendix II, "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information".]

PARTICIPATION IN THIRD-PARTY SURVEYS

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

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- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the Protection of Pupil Rights Amendment, including a [PPRA Complaint Form](#).

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

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law states that during Celebrate Freedom Week, a school district may require students in grade levels 3 through 12 to recite a portion of the text of the Declaration of Independence unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

Reciting the Pledge 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. 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).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

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

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, whether instruction is delivered in person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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You are also entitled to request that the school allows 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.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Texas Education Code Chapter 26.010 (a) and (b) establishes your right as a parent to temporarily remove your child from a class or other school activity that conflicts with your moral or ethical belief if you present or deliver to your child's teacher a written statement authorizing the removal of the child from the class or other school activity. You are not, however, entitled to remove your child from a class or school activity to avoid a test or to prevent your child from taking a subject for an entire semester. TEX. EDUC. CODE § 26.010(a). Furthermore, Chapter 26.010 does not exempt your child from satisfying grade level or graduation requirements in a manner acceptable to the school district and the agency. TEX. EDUC. CODE § 26.010(b). Additionally, standardized testing is required in Texas public schools by the State of Texas Assessments of Academic Readiness, or "STAAR," program set out in Texas Education Code chapter 39 and Texas Administrative Code Chapter 101. Texas Education Code Chapter 39.023 ADOPTION AND ADMINISTRATION OF INSTRUMENTS (a) states, "all students, other than students assessed under subsection (b) or (1) or exempted under Section 39.027, shall be assessed in:

- (1) mathematics, annually in grades three through seven without the aid of technology and in grade eight with the aid of technology on any assessment instrument that includes algebra;
- (2) reading, annually in grades three through eight;
- (3) writing, including spelling and grammar, in grades four and seven;
- (4) social studies, in grade eight;
- (5) science, in grades five and eight; and
- (6) any other subject and grade required by federal law.

Due to the legal mandates, should your child refuse to participate in testing on the day that his or her test is administered, he or she will be required to write on the test, "I am refusing to take this test," and the test will be coded for scoring and submitted to the state. Your child will receive a score, even though none of the questions were answered.

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 of your child
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law.
- State assessment instruments that have been administered to your child.
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

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

- The right to inspect and review student records within 45 days after the day the school receives the request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.
- To file a complaint with the U.S. Department of Education concerning failures by the school district to comply with FERPA, see <https://studentprivacy.ed.gov/file-a-complaint>.

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

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

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

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

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program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

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

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

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

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

A parent or eligible student who provides a written request may obtain copies. If circumstances prevent inspection during regular school hours 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 or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if the board of trustees determines that 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 policy FL is available from the district's Website at www.brazosportisd.net.

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

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

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

Additional information can be found on the [Military Family Resource](#) page on the Texas Education Agency website.

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 FDB (LEGAL).]

Safety Transfers/Assignments

As a parent, you may:

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

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established windows, and the district will award proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course. The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside of the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

Students who are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. A student who is homeless will be provided flexibility regarding certain district provisions, including:

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

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

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

For more information on services for students who are homeless, contact the district’s homeless education liaison, Julie Engelking, at (979) 730-7000. A student or a parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(Local).

Students who are Pregnant

A parent is encouraged to inform the district if his or her child becomes pregnant. The district provides Pregnancy-Related Services for students who are pregnant or experiencing related medical issues. These are support services that a student receives during prenatal and postpartum periods, including compensatory education home instruction (CEHI) to help her adjust academically, mentally, and physically and stay in school.

Services provided may include:

- counseling services by the student’s home campus counselor; including the initial session when the student discloses the pregnancy
- schedule modifications if necessary
- adjustments to deadlines if necessary
- health services by the student’s home campus nurse including nutritional support, bathroom breaks, and lactation room if necessary postpartum
- instruction related to parenting knowledge and skills, including child development, home and family living, daycare options, and appropriate job readiness training through community resources
- academic services via a certified teacher; to the student at home or hospital bedside when a valid medical necessity for confinement during the pregnancy prenatal or postpartum periods prevents the student from attending classes on a district campus

For more information on services for students who are pregnant, contact the district’s Pregnancy Related Services Facilitator, Julie Engelking, at (979) 730-7000 or your child’s campus counselor or nurse.

Students Who Have Learning Difficulties or Who Need Special Education Services

If a student is experiencing learning difficulties, his or her parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation. For those students who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district’s director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date of the request, either give the parent prior written notice of its proposal to evaluate the student, a copy of the Notice of Procedural Safeguards, and the

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

If the school decides to evaluate the student, the school must complete the initial evaluation and the resulting report no later than 45 school days from the day the school 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 must 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 the school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, the school 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 completion, the school must give you a copy of the evaluation report at no cost.

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

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Lorin Furlow at 979-730-7000. She may also be contacted for questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services.

The district will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the district for learning difficulties, including intervention strategies, that the district provides assistance to the student.

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

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

Students Who Speak a Primary Language Other than English

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

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Students with Physical or Mental Impairments Protected under Section 504

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

The designated person to contact regarding a referral for evaluation applicable to Sections 504 is Lorin Furlow at 979-730-7000. [Also see policy FB]

Notification of the availability of free audiobooks for students with dyslexia and related reading disorders

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.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contains important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the Director of Student Services at 979-730-7000.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. There are two state laws that are of special interest to students and parents. One deals with the required presence of school-aged children in school (Ex:compulsory attendance). The other deals with how a child's attendance affects the award of their final grade or course credit- They are discussed below:

Compulsory Attendance

- [See Brazosport ISD Student Code of Conduct](#)

Compulsory Attendance (All Grade Levels) - Failure to Comply

- [See Brazosport ISD Student Code of Conduct](#)

Students with Disabilities

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

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has

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more than five unexcused absences in a semester. As an alternative to revoking the student's enrollment, the district may implement a behavior improvement plan.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures may 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.

The truancy prevention facilitator for the district is Julie Engelking. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or the Principal.

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 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 FEA (LEGAL)]; FED (LEGAL)

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

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the Principal that allows the student to fulfill the instructional requirements for the class.

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

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

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

- With the exception of absences due to serious or life-threatening illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.

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

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

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day. The official attendance time for **all elementary, middle, and Freeport and Lake Jackson Intermediate Schools** campuses in BISD is **9:30 a.m.** The official time for **Brazosport High School, Brazoswood High School, Brazos Success Academy** is **10:30 a.m.** **The Lighthouse Learning Center, Brazos Harbor and Clute Intermediate School** is **9:00 a.m.** A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student must be absent from school, the student—upon arrival or return to school— must bring a note, signed by the parent that provides the following information: the student’s name and grade; the date(s) of the absence, the reason for the absence, (i.e., the student had the flu, a court appearance); and the parent’s daytime telephone number or a contact number if possible. The note from the parent must be received within 48 hours of the student’s return to school or the absence may become an unexcused absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law.

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

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

Within three days of returning to school, a student absent for five consecutive days because of a personal illness may be required to bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. A principal may require a physician’s verification of an illness at any time. [See FEC (LOCAL).]

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

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Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at:

<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website:

<https://www.dps.texas.gov/section/driver-license>.

Perfect Attendance

Perfect attendance certificates may be awarded to students with no absences recorded during the "ADA" marking period throughout the school year. All excused absences marked TEA time will not count against perfect attendance for award purposes. For perfect attendance purposes, any tardies may cause a child to be ineligible for a perfect attendance award.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) using the [Texas Performance Reporting System \(TPRS\)](#) for the district and each campus, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which include the financial accountability rating assigned to the district by TEA;
- Information compiled by TEA for the submission of a federal report card that is required by federal law.
- Annual school performance reports through [TxSchools.gov](#);
- Student performance reports;
- District Snapshot;
- Annual Results-Driven Accountability Report;
- Annual Public Education Grant List (when applicable);
- District and campus improvement plans
- Any other required district or school improvement plans.

This information can be found on the district's website at www.brazosportisd.net under Required Postings. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at the TEA [Performance Reporting Division](#).

BICYCLE RULES

Students are allowed to ride their bicycles to school. There are certain safety and security rules that must be followed.

- Bicycles are not to be ridden on the campus before, during, or immediately after school hours. When a student enters school property, he/she must get off the bike and walk it to the rack using the sidewalk.
- Bicycles are not to be ridden in the bus circle.
- All bicycles are to be parked in the bicycle rack.
- The student has the responsibility to lock his/her bicycle.
- There will be no loitering around the bicycle rack before, during or after school.

Repeated violations of the bicycle rules can result in disciplinary action which can include the removal of the privilege of riding a bike to school.

BULLYING

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyber-bullying. Cyber-bullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, and Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

1. 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;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyber bullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyber-bullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school sponsored or school-related activity.

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.

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. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged

in bullying. A student may anonymously report an alleged incident of bullying by filling out a [Speak Up to Stop Bullying](#) form or call the Bullying Hotline at 979-730-SAFE (7233).

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying, which includes cyber-bullying as defined by Education Code 37.0832, may request that his or her child be transferred to another classroom or campus within the district. [Also see Safety Transfers/Assignments.]

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

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

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

CAREER AND TECHNICAL EDUCATION and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Career Development; Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business, Management and Administration; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Science, Technology, Engineering and Mathematics (STEM); and Transportation, Distribution and Logistics. Many pathways offer capstone opportunities to participate in work-based learning, earn college credit, and obtain industry-based certifications. Students in grades 9-12 may participate in service learning and extended learning through curricular and extracurricular activities.

The district offers other work-based programs in the following areas:

Agriculture, Construction, Printing and Imaging Technology, Commercial Photography, Graphic Design, Audio/Video Production, Business Management, Education and Training, Health Science, Culinary Arts, Human Services, Manufacturing, and STEM.

Admission and enrollment to these programs is based on the student's identified career pathway and open enrollment.

These programs will be offered without regard to race, color, national origin, sex, or handicap. Brazosport ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator. [Also see **Nondiscrimination Statement** for additional information regarding the district's efforts regarding participation in these programs.]

CELEBRATIONS

Parents and grandparents may bring food to school for their child. If an adult is bringing food for another child, there should be written permission from the receiving child's parent acknowledging the meal being provided by someone other than Child Nutrition services. Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance.

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Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

Also see **Food Allergies**.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at FFG(Exhibit). Trafficking includes both sex and labor trafficking. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to 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.

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers 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 romantic partners.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

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

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

[Texas Department of Family and Protective Services, Programs Available in Your County](#)

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

[Child Welfare Information Gateway Factsheet](#)

[Kids Health for Parents, Child Abuse](#)

[Texas Association against Sexual Assault](#)

[Texas Attorney General, What We Can Do About Child Abuse Part 1](#)

[Texas Attorney General, What We Can Do About Child Abuse Part 2](#)

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400) or on the Web at <http://www.txabusehotline.org>.

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT

Class rank indicates how a student's grades compare with those of other students in his/her class. Semester averages (not full-year averages) beginning with the ninth grade are used to compute class rank. All numeric scores for college classes, distance learning, and correspondence courses will be recorded and used to calculate the GPA (grade point average). Credit by Examination scores for which the student earns credit toward graduation will be recorded numerically and used to calculate the GPA.

Students will have a class rank based on a comparison with his/her classmates. Estimated class rank is determined for students at mid-term of their sophomore year. For juniors, class rank is determined in the summer immediately following the spring semester and again in August before they enter their senior year. Class rank for seniors is determined in January of their senior year. Another ranking shall be performed at the end of the 3rd nine weeks of the senior year to identify honor graduates (including Valedictorian and Salutatorian) for senior awards ceremonies and commencement exercises. The 3rd nine weeks ranking shall not include college courses for which the student is currently enrolled. A final calculation of GPA and class rank is determined at the completion of the senior year and after commencement exercises (including all grades earned in grades 9-12) and will be reflected on the final transcript.

Any graduating student, including registered early graduates, who earned the distinguished level of achievement under the Foundation High School Program and whose grade average is 94.0 or above will be listed as an honor graduate. Honor graduates are divided into three categories. Those with four-year averages between 98 and above are classified as Summa Cum Laude. Those with grade averages of 96 to 97.9 are classified as Magna Cum Laude. Those with grade averages of 94 to 95.9 are classified as Cum Laude.

Registered early graduates will be ranked with the class with which they graduate. Early graduates in this program may earn honor graduate status but may not displace a four-year graduate in rank. As per BISSD board policy, EIC Local: Grade point average (GPA) for class rank purposes shall be calculated using all credits earned in grades 9–12. All course credits,

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including, but not limited to, transfer, correspondence, distance learning, credit by examination, and dual/concurrent, shall receive a numerical value for calculation purposes. GPA for class rank shall be calculated according to the Educational Planning Guide in effect for the customary four-year graduating class. The top ten percent of the graduating class shall be identified strictly on the basis of GPA. A student who transfers into the District during his or her last four semesters and meets all GPA criteria shall be included in the top ten percent of the class.

The honor of Valedictorian will be awarded to the graduating student with the highest GPA. The honor of Salutatorian will be awarded to the graduating student with the second highest GPA. The Valedictorian and Salutatorian must have been consecutively enrolled at the campus from which they are graduating for the last four semesters, excluding summers.

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

CLASS SCHEDULES (SECONDARY GRADE LEVELS ONLY)

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

CLOSED CAMPUS DURING LUNCH

BISD students are not allowed to leave campus during lunch unless they are signed out and accompanied by a parent or guardian. In the event a student needs to leave for a doctor's appointment during lunch and has parent permission to drive to the appointment, the student MUST bring a doctor's note back with them or the absence from campus will be considered truancy.

COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Levels Only)

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

- Completes the Distinguished Level of Achievement under the Foundation Graduation Program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2024, the University will be admitting 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 a holistic review process.

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

As required by law, the district will provide written notice concerning:

- Automatic college admission,
- Curriculum requirements for financial aid,
- Benefits of completing the requirements for automatic admission and financial aid.
- The Texas First Early High School Completion Program and the Texas First Scholarship Program.

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

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Students and parents should contact the school counselor 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 and Graduation Requirements for information associated with the foundation graduation program].

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network; (TVSN)
- Enrollment in courses taught in conjunction and in partnership with Brazosport College offered on or off campus; and
- Enrollment in courses taught at the following institutions in the district: Brazosport College.

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

COMMUNICATION

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address. A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district. If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes. A parent may update contact information by contacting their child's campus office.

The following are ways the campuses build and encourage communication with you about occurrences on the campuses:

- Monthly School Calendars
- Parent and Community Newsletters
- Weekly Folders
- School Marquee
- Twitter & Facebook
- BISD Web Page - www.brazosportisd.net
- Parent Self Serve – <http://www.brazosportisd.net/parentsstudents.cfm?subpage=8084>
- School Messenger

In the event of an emergency, you can find updated information by:

- Checking local news stations (radio or television)
- Following Twitter or Facebook
- Visiting the BISD Webpage – www.brazosportisd.net
- CAER Radio – 1610 AM
- School Messenger

COMPLAINTS AND CONCERNS

Student or parent complaints or concerns can usually be resolved informally by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint

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policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or Administrative Service's office or on the district's website at www.brazosportisd.net.

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, after conferencing with the teacher, if a resolution has not been achieved the student or parent should request an informal conference with the campus principal or other campus administrator. If the concern is not resolved, the student or parent may initiate the formal process by timely filing a written complaint form to the campus principal. If the student or parent did not receive the relief requested at the campus level, a request for a conference should be sent to the Superintendent or designee. The request must be filed in writing, on a form provided by the District. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

COMPUTER RESOURCES

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

Students and their parents should be aware that email and other electronic communications using district computers are not private and will be monitored by district staff. The Internet/Network Acceptable Use Agreement and signature page can be found at the back of the [Student Code of Conduct](#).

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a [Student Code of Conduct](#) that defines standards of acceptable behavior—both on and off campus, during remote and in-person instruction, and on district vehicles—and outlines 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 purpose of summer instruction.

Campus Principals and Assistant Principals apply discipline management techniques and administrator consequences for certain student misconduct, as well as provide a point of contact for student misconduct.

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 district vehicles.

Social Events

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

A student attending a social event may be asked to sign out when leaving before the end of the event if not accompanied by a parent/guardian; anyone leaving before the official end of the event will not be readmitted.

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

COUNSELING

Academic Counseling

Elementary and Middle/Intermediate Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, 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 do so by contacting the counselor directly. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[Also see Substance Abuse Prevention and Intervention and Suicide Awareness and Mental Health Support.]

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from

both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM

Since 1995, the Texas Education Code has allowed districts to use Credit by Exam (CBE) assessment for acceleration or credit for primary and secondary students.

BISD has joined with the University of Texas in Austin to provide a consistent and quality program for acceleration as well as alternate means to earn credit. All examinations are vigorously field-tested, externally validated, and audited to ensure that assessments thoroughly test the Texas Essential Knowledge and Skills (TEKS) in the applicable grade level or subject area and that all exams are compliant with state statute regarding the development, validation, and auditing of credit-by-examination tests.

Credit by Exam - (K-5)

A student in grades 1-5 must be accelerated one grade if the student scores 80 % or higher on each CBE including language arts, mathematics, science, and social studies for the grade level the student wishes to advance past. Additionally, in order to qualify for acceleration, the student must be recommended by a school district representative (usually the campus principal) and the student's parent or guardian must give written permission.

In accordance with BISD Policy EHDC (Local), a child who is five years old at the beginning of the school year may be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests that may be administered by appropriate district personnel
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and superintendent.

Credit by Exam with Prior Instruction (6-12)

Students in grades 6-12 may earn credit by exam if they received prior instruction in a subject area, but did not receive credit for other reasons, such as a failing grade or excessive absences. To receive credit, these students must score a 70 % or higher on a CBE assessment from the University of Texas for that content and grade level area exam.

Credit without Prior Instruction (6-12)

For grades 6-12, students may receive credit based solely on their score on the CBE exam. A school district must give students who score 80% or higher on the board-approved exam credit for the assessment subject area. Students can also receive credit without prior instruction by scoring a three on an advanced placement (AP) exam or a scaled score of 50 or higher on exams administered through the College-Level Examination Program (CLEP). Tex. Educ. Code § 28.023(c), (c-1), (h).

Credit by Exam - Additional Resources

- University of Texas Credit by Exam Study Guides are available on the University of Texas Credit by Exam Website at <https://highschool.utexas.edu/cbestudyguides>
- A complete list of all available CBE exams can be found on the University of Texas Credit by Exam Website at <https://utexas.app.box.com/v/uths-cbe-available>

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

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

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

Dating Violence

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help. For more information on dating violence, see Texas Attorney General's office [Recognizing and Responding to Dating Violence flier](#) the CDC's [Preventing Teen Dating Violence](#).

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, 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 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 or on the district Web site.

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.

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

Sexual Harassment and Gender-Based Harassment

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. 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 participation in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for other appropriate district officials to whom to make the 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 allegation, if proven, would constitute bullying, as defined by law and the policy. If alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Investigation of Report

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

If 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]

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.

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

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)The Texas Virtual School Network (TXVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [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.

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

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

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.

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

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. In order to be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

The campus principal shall designate the location for approved non-school materials to be placed for voluntary viewing or collections by students [See policy FNAA.]

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policies at GKDA. To be considered for the district's eFlyer Bulletin Board, 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 Superintendent or designee for prior review. The Superintendent or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

Prior review will not be required for:

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

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

DRESS AND GROOMING

Appropriate student dress and grooming is that which is deemed in good taste, reflecting the standards of the community of which the schools are an integral and visible part. The dress and grooming of students conveys an image of the schools and students, influencing how others respond to and judge the Brazosport Independent School District and its students, as well as contributing to the school climate to which students themselves respond.

Since it is impractical to list every possibility of dress and grooming, final decisions concerning what is acceptable are left to a building administrator. Guidelines and administrative decisions regarding appropriate dress will reflect concern for health and safety of students and the influence of specific dress or grooming on the overall educational climate of the school. The guidelines are reviewed periodically to ensure they continue to reflect community expectations while permitting individual choices and recognizing acceptable current fashions.

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The principal or assistant principal under the supervision of the Superintendent shall determine appropriateness of dress. Clarification regarding apparel should be obtained from the principal or assistant principal prior to wearing it to school.

Regulations in reference to grooming and dress for extracurricular activities such as athletics, fine arts, etc. shall be governed by the immediate person in charge of these activities, under the direction of the principal and the Deputy Superintendent of Administrative Services. Student's dress and grooming that create a hazard to the student's safety and/or safety of others will not be allowed. The student's dress and grooming will not be allowed if it prevents, interferes with, or adversely affects the purpose, direction or effort required for the activity to achieve its goals. (FO) (Local)

These regulations are applicable to the conduct of students while in attendance at school, while on school property, or at school-sponsored activities. These regulations also apply to student behavior at other times that impairs, interferes with, or obstructs the missions, processes, or functions of the district. Additionally, more restrictive dress code policies are in place for students assigned to the district alternative education program.

All students are expected to dress in a manner that is appropriate for the age of the child and for the activities in which he/she participates.

District Dress Code Policies

[See Student Code of Conduct for Dress Code](#)

All students shall be in compliance with the provisions of the dress code and grooming codes in order to enroll in school at the beginning of the school term. New students to the district shall be required to comply with the provisions of the dress and grooming codes upon enrolling and prior to attending class. During the school year, if a student's dress and grooming is in violation of the provisions of the dress code, the student may be subject to disciplinary action at the discretion of the campus administration. Persistent or severe violation of the dress code may result in additional disciplinary action. Students who violate a provision of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such a period as the principal may determine. All students shall be accorded due process safeguards before any disciplinary action may be taken. An exception to the dress code above regarding No. 1 (Hats, caps, visors, or bandanas will be made for students who, as a matter of their sincerely held religious belief, wear religious head wear or clothing, including but not limited to the Sikh dastar (turban), the Muslim hijab (headscarf), or the Jewish yarmulke (skull cap).

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunication Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunication devices on campus such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunication device without authorization during the school day, the device will be confiscated. A student who has had a telecommunication device confiscated will receive written notice from the school principal or designee and discipline will be administered according to the Student Code of Conduct. The notice will advise the parents of the student that they have thirty (30) days from the date on the notice to retrieve the device. Telecommunication devices not claimed within thirty (30) days will be recycled. Telecommunication devices may be retrieved from the hours of 7:45 a.m. to 4:00 p.m. from a parent or after the school day has ended by a student. In limited circumstances and in accordance

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with law, a student's personal telecommunication 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 is not responsible for damaged, lost, or stolen telecommunication 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 day or to contact parents to pick up the items.

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 is not 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 telecommunication devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (located in the Student Code of Conduct). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology

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

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

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

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

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

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

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

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

ENROLLMENT PROCEDURES

Although one week in the spring is designated as registration time for pre-kindergarten and kindergarten, children may register at any time after the designated week before the opening of school by going to the principal's office. Students who attended pre-kindergarten in Brazosport need not register for kindergarten and students who attended kindergarten in Brazosport need not register for first grade unless the family will be living in a different school zone in the school district.

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached 18 shall be permitted to complete these forms. At the time of initial registration, and on an annual basis thereafter, the parent guardian or other person having lawful control over the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the superintendent. The district may investigate stated residency as necessary. For information regarding district registration procedures visit the [New Student Enrollment](#) page on the district website.

Pre-Kindergarten:

Children must be four years old on or before September 1st and meet one of the criteria: The child of active duty military personnel, activated Guardsmen and Reservists, or those service members recovering from injuries sustained in service; unable to speak and comprehend the English language; from a family whose income is at or below subsistence level, is or has ever been in the conservatorship of DFPS (foster care), is the child of a person eligible for the Star of Texas Award, and/or homeless.

Kindergarten:

Children must be five years old on or before Sept. 1st.

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First Grade:

Children must be six years old on or before Sept. 1st.

New Students from Other Districts:

To enroll a student new to Brazosport ISD, the parent or legal guardian/caregiver/unaccompanied youth must complete and sign a registration form and release of records permit to allow the school to obtain student records from the previous school.

What to Bring with You for Registration:

1) An official city, county, or state birth certificate or any other verifiable proof of birth, 2) proof of residency (i.e. electric or water bill), 3) child's social security card if available, and 4) an up-to-date immunization record must be presented at the time of registration, 5) identification of person registering child, 6) proof of military affiliation (for military exemption), 7) proof of income (for free/reduced lunch exemption).

Student may be provisionally enrolled for a maximum of thirty days if:

- Awaiting transfer of records from another school or
- Has begun the required immunizations. (See page 38 for list of immunizations.)

Students shall not be denied enrollment or removed solely because they fail to provide the identification and records if they qualify under the McKinney-Vento Homeless Assistance Act.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all the rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the [Curriculum Division of the TEA](#) or call (512) 463-9581.

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a foreign language—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state

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competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

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

Please note: Sponsors of student clubs and performing groups such as band, choir, 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. If a student exhibits poor conduct in classes, or exhibits unacceptable behavior while participating in the activity, or exhibits unacceptable behavior which would bring dishonor to the extracurricular activity or organization, the coach, director, sponsor, or the principal may remove the student temporarily or permanently from participating in the extracurricular activity or organization.

FEES

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

- Minimal costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school.
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirements. 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 (TVSN).

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 appropriate principal. [For further information, see policies at FP.]

FOOD AND DRINK DELIVERIES

LIMITED LUNCHTIME DELIVERIES - Parents are welcome to eat lunch with their child at school, and may bring their children food when joining them for lunch; however, food drop-offs are not permitted. This helps reduce interruptions to classrooms and decreases distractions to office staff during that busy time of day when active monitoring is so critical. Individual campuses may have additional guidelines during construction or where there is limited space available.

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. An application for permission must be made to the principal before the event. Community based fundraising is not permitted on school property. In accordance with federal Smart

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Snacks regulations, if the fundraiser sells food that is intended to be consumed upon receipt, the food item must meet [competitive food guidelines](#) unless the fundraiser is held on a designated exemption day. Each campus is allowed six exemption days per year and must designate those days with the Director of Child Nutrition at the beginning of each semester. Food or beverages sold during an exempt fundraiser must not be sold in competition with school meals, in the food service area, or during meal times (including 30 minutes before or after scheduled meal times.) [See FJ(Local) (Legal) and GE (Local)].

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 1000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

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

GRADE CLASSIFICATION

Student classification is determined by the number of credits accumulated by the end of the preceding year.

Grade 9 (Freshman)	Successful Eighth Grade or Placement by Committee (GPC)
Grade 10 (Sophomore)	6.0 Credits Required
Grade 11 (Junior)	12.0 Credits Required
Grade 12 (Senior)	19.0 Credits Required

Units of credit are determined by the semester average in each course attempted. The State of Texas has set 70 as a minimum-passing grade. For each semester course passed with a 70 or above, the student receives ½ credit.

GRADING GUIDELINES

Purpose of Grades:

Grades entered for academic work must reflect student achievement only. Grades should not be given for returning signed papers, attending school functions (does not include course required performances), bringing supplies, etc.

Number of Grades

Grades 3-4

English Language Arts should have a minimum of three grades per week, avoiding excessive grades in a single week. Math should have a minimum of two grades per week, avoiding excessive grades in a single week. Social studies and science should have a minimum of one grade per week. Grades are required to be updated a minimum of once a week in the District electronic grade book. Campuses may adjust the minimum weekly requirement based upon state/district testing.

Grades 5-12

The district requirement is a minimum of two grades per week with no more than 30 grades in a grading period. Excessive grades in a single week should be avoided. Grades are required to be updated at a minimum of once a week in the District electronic grade book. Campuses may adjust the minimum weekly requirement based upon state/district testing.

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Acceptable Formative and Summative Assessments

- Daily oral work that can be evaluated to measure student progress/achievement
- Daily written work
- Projects (see Project Guidelines)
- Lab work
- Presentations
- Performance requirements in alignment with course standards
- Tests
- Quizzes
- Homework (see Homework Guidelines)
- Participation grades measuring student progress/achievement i.e., rubrics for collaborative groups, performances, presentations etc.
- Practicum/Evaluation (i.e. Specific to High School Career & Technology Education courses)

Academic Dishonesty

The District requires teachers to investigate the reason for a student choosing to cheat, plagiarize, copy, etc. the work of another student and/or engage in unauthorized communication during an examination or other unauthorized collaboration.

- **Grades K-8:** Once a determination has been made that a student has engaged in academic dishonesty, the student will be required to redo the assignment or complete an alternative assignment. Students in grades K-1 will receive an altered assignment due to Standards Based Grading criteria. Further interventions may include attending tutoring, referral to counseling, or referral to campus administration. Disciplinary action may be considered.
- **Grades 9-12:** Faculty members shall foster an expectation of academic integrity and shall notify students of their policy for the submission of academic work. As a violation of the Student Code of Conduct, students who engage in academic dishonesty are subject to one or more of the discipline management techniques listed in the Code of Conduct. Once a determination has been made that a student has engaged in academic dishonesty, the student will be required to redo the assignment or complete an alternative assignment. Further interventions may include tutoring, referral to counseling, or referral to campus administration. A teacher may enter a zero if the student repeats the offense.

Special Education Students

For students with an Individualized Education Plan (IEP), in addition to district academic grading policies, formal updating of measurable student progress towards goals and objectives must be completed, entered into the automated special education data management system, and reported to parents consistent with progress reports and report cards. General education and special education teachers should refer to the Consideration for Grading Flowchart when assigning grades for students serviced by special education.

Grading Ranges (3rd -12th)

Grades are based on the following scale: A = 90-100, B = 80-89, C = 70-79, and F = 69 and below. Student work quality and mastery of assignment/skill must be reflected in the grade given to the student. The district does not support a grade of 69.

District Benchmark/Unit Assessments (5th-12th)

Grades may only be calculated in students overall nine weeks grade as a minor grade if the following guidelines are followed:

- Assessment grades are being included throughout the entire campus.
- TEKS not yet taught are extracted and grades adjusted.

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- Intervention and re-teaching takes place for TEKS already taught but not mastered on the assessment.
 - Accommodations and/or modifications were provided for students identified under 504, Special Education, ELL, or Rtl..
 - Grade is calculated as a minor grade section of the TEAMS grade book.
- Campus principals are responsible for establishing the process on campus as outlined in this regulation to determine if CBAs and Mock STAAR will be recorded as a grade on campus and how those grades will be recorded.

Curving Grades

The process of curving grades is not supported as best instructional practice. If the majority of students do not successfully master instructional objectives, then lesson redesign, reteaching and reassessing must occur. Any variance from this will be approved on a case-by-case basis by the campus principal and documentation provided to the Assistant Superintendent of Curriculum & Instruction. Any variance from this will be approved on a case-by-case basis by the campus principal.

Weighted Grades

Weighted grades are allowable for specified courses at the high school level only in accordance with policy EIC (Local). For any other subject/course, a teacher is not allowed to count grades multiple times to meet required percentages or increase the value/weight of a specific assignment. This ensures grade weights are consistent across the district in core academic subjects/courses/grade levels. This also ensures grade calculations are clearly understandable to parents and students.

Grading Make-up Work Due to Absences

Students must be given a reasonable opportunity to make up a class assignment, course performance or examination for which he/she was absent. Make-up work is assigned the same grading guidelines as regular assigned work. There is not a penalty for make-up work that is turned in within the district timelines.

For every school day absent, the student has the number of days absent plus one additional day for completion. Teachers may assign different or additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work. For any assignment or test not made up in the allotted time the grading late work guidelines shall be followed.

Students must be given a reasonable opportunity to make up a class assignment, course performance or examination for which he/she was absent. Make-up work is assigned the same grading guidelines as regular assigned work. There is not a penalty for make-up work that is turned in within the district timelines.

For every school day absent, the student has the number of days absent plus one additional day for completion. Teachers may assign different or additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work. For any assignment or test not made up in the allotted time the grading late work guidelines shall be followed.

Grading for Late Work

Our district purpose for students redoing unit assessments, quizzes and assignments is to support student mastery of course objectives. In order to support student learning, teachers will provide appropriate interventions for students before they correct an assessment or re-do work. Students will be given the opportunity to re-do failing work after appropriate interventions have been implemented.

The goal of the district is to make sure that students complete their work. The operational definition of late work is when a student has been provided adequate time and instruction to complete the work and has not completed it by the due date.

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Teachers have the discretion to determine whether or not to penalize students for late work. If a teacher selects to implement a grade penalty, these guidelines must be followed:

- Elementary Guidelines- all work will be completed by the end of the progress reporting period and the end of the nine weeks for full credit. Any work turned in after the reporting period will not be accepted. Any changes will need Principal approval
- Middle/Intermediate School Guidelines- 5% per day will be deducted for late work with a maximum penalty of 30%. Any work turned in after the progress reporting period will not be accepted.
- High School Guidelines- 10% per day will be deducted for late work with a maximum penalty of 30%.
- Students in ApP and Pre-AP classes should refer to the AP/PreAP contract for late work policies.
- A teacher may only enter a zero after they have attempted to resolve the incomplete grade and documented the efforts.

Grading for Re-doing Work:

Our district purpose for students to redo campus-based assessments, quizzes and assignments is to support student mastery of course objectives. In order to support student learning, teachers will provide appropriate interventions for students before they correct an assessment or re-do work. Students will be given the opportunity to redo failing work after appropriate interventions have been implemented.

Teachers should establish reasonable timelines based on the assignment for students to redo work after appropriate interventions have been implemented. This timeline should be created while taking into consideration the progress reporting periods for grades. This should be consistent by grade level department or subject on each campus.

Students that do not master essential learning after the redo opportunity will continue to receive appropriate interventions as needed to ensure mastery. Work that has been redone will receive a maximum grade of 70% and will replace the failing grade in the grade book. (This does not apply to semester exams.) Teachers are given the discretion to provide a grade above 70% when all students (failing and non-failing) are given the option to redo work. This should be consistent across grade level departments within each campus.

If the failure rate for an exam exceeds 25% (50% for Honors/AP), reteach and reassessment must occur. Note: This does not apply to summer reading exams or other exams for which there is not a requisite component of original teaching but is rather based on a similar requirement of an independent task.

In grades 9-12 only, students who have failed to turn in work by the allowable 3 days void their opportunity to redo the failing grade if the teacher has attempted to resolve the incomplete grade, communicated with parents and documented efforts.

Campuses are required to have documented systems in place to increase the capacity for students to turn in their work on time: i.e. interventions, detentions, after school hours, tutoring, incentives, etc.

Grade Calculations

- **Pre-K, Kindergarten, 1st & 2nd Grade:**
 - Due to the academic development of our PK, K, 1st and 2nd grade students numerical grades are not calculated and instead standards-based measures are used to indicate performance levels (consistently, sometimes, unable to do at this time).
- **Grades 3-4:**
 - Equal weight is given in each subject to all formative work that focuses on student learning such as daily class work as well as summative assessments such as quizzes, projects and tests.

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- o Language Arts: Spelling and grammar are best taught embedded in the writing process. If spelling is taught through memorized lists, it may not exceed more than 10% of the overall Language Arts grade. Reading and Writing must make up at minimum of 90% of the Language Arts grade.
- **Grades 5-8:**
 - Grading must be consistent across all departments and like-courses in grades 5-8 in alignment with the following calculations:
 - o 60% minor grades such as daily work, quizzes, formative assessment, district benchmarks, homework & writing across the curriculum. A minor grade shall not count more than 10% of the overall average.
 - o 40% major grades such as unit tests and projects, long term assignments, portfolio assessments and quizzes. A minimum of 3 major grades should occur during each 9 week grading period.
- **Grades 9-12:**
 - o Grading must be consistent across all departments and like-courses in grades 9-12 in alignment with the following calculations:
 - o 45% minor grades such as daily work, quizzes, formative assessment, district benchmarks, homework, and writing across the curriculum. A minor grade shall not count more than 10% of the overall average.
 - o 55% major grades, such as unit tests, projects, and long-term assignments, portfolio assessments, and quizzes.
 - o Semester exams will count for 15% of the semester average
 - o A minimum of three major grades should occur during each nine week grading period.

Pre-AP and AP Grading/Testing Guidelines

Student performance is to be evaluated based on rigorous objective standards that are appropriate for the grade level and content of the course.

High school Honors and AP courses will receive weighted grading only when figuring grade point averages for class rank. The actual grade earned will appear on all report cards and transcripts. In order to ensure that students and parents are fully aware of the academic requirements of Honors/AP courses a Honors/AP Contract must be signed by both the student and parent(s) during the first week of school.

Course Change Procedures

Secondary – NO schedule changes will be made the first three (3) days of each semester. Any new student enrolled after the three day waiting period will be handled on an individual basis. For a semester or a year-long course, a student may not withdraw after the second week of the course. However, to meet individual student needs, the principal may use his or her discretion to approve a course change.

The process for course schedule changes is as follows:

- The student must come to his/her counselor before or after school, or during lunch, to pick up a schedule change request form.
- The schedule change form must be completed and signed by a parent/guardian and returned to the counseling office within the first 2 weeks of each semester.
- The counselor will verify the student's 4-year plan and complete a credit audit to ensure that the schedule change will not adversely affect the student's progress toward graduation.
- The counselor is required to receive the principal's approval for all schedule changes.

- If the schedule change is approved, the counselor will give the student a new schedule. If the schedule change is not approved, the counselor will notify the student of the decision.

A student who withdraws from a course will have the grade in that course applied to the new course. The replacement course will be in the same discipline. A student who changes courses assumes responsibility for the full content of the new course on the final exam.

Students who enroll in Honors or AP courses will be required to sign the Honors/AP Contract. The contract must also be signed by a parent or guardian. A student may, upon request, along with teacher, administrator and parent approval, transfer from an Advanced/Honors/AP level course to an appropriate level course at the end of any grading period provided space is available.

Honors or AP classes are not offered in the Discipline Alternative Education Program (DAEP) at the Lighthouse Learning Center. Students assigned to the DAEP will be enrolled in general education courses.

Academic Honor Roll

Elementary & Middle -

Brazosport ISD elementary and middle schools operate honor rolls on a nine weeks grading period at the discretion of the campus site-based decision committees. Subjects for which numerical grades are not given will be considered when identifying honor roll students.

Secondary (7-12) -

The National Honor Society establishes rules for membership that are based upon a student's outstanding performance in the areas of scholarship, service, leadership, and character. These criteria for selection form the foundation upon which the organization and its activities are built. Any student in grades 10 and 11 that is pursuing the distinguished level of achievement under the Foundation High School Program for graduation is eligible to be considered for membership in the National Honor Society.

Scholarship:

Students who have a cumulative grade point average of 92, or a higher cumulative average meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, and character.

Service:

This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Leadership:

Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

Character:

The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

A faculty committee composed of the Principal and all members of the faculty shall approve the election of all members to the National Honor Society. Any member who falls below the above standards, which were the basis for his election to membership, shall be dropped from the chapter upon the recommendation of the faculty committee.

Conferences

Parents who have concerns about the child's progress may schedule a conference with the teacher by emailing the teacher or leaving a voicemail message. In almost all cases, your child's teacher can help you more effectively than anyone on campus. If not, your child's teacher will find the information you are looking for or refer you to the appropriate counselor, administrator, or other staff member, depending on your need.

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- 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;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education; and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Additional Requirements for a High School Diploma

- Any student entering Grade 7 in the 2010-11 school year and after is required by The State Board of Education to receive instruction in cardiopulmonary resuscitation (CPR) prior to high school graduation. The instruction must include hands-on practice for CPR but does not need to result in a certification.
- The Community Safety Education Act (SB 30), passed by the 85th Texas Legislature in 2017, mandates that high school students entering Grade 9 in the 2018-19 school year and after (prior to graduation), drivers, and members of law enforcement receive consistent training on the expectations that each should have during a contact between officers and motorists.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on approved national standardized assessments 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.

See **Standardized Testing** for more information.

Foundation Graduation Program

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

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student’s sophomore year, the student and student’s parent may request that the student graduate without an endorsement. The district will advise the student and the student’s parent of the specific benefits of graduating with an endorsement. The student and the student’s parent must then 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 final transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in dual credit courses; on an AP or IB exam; on the PSAT, ACT-Aspire, SAT, or ACT exam, which are national exams; or for earning a state, 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. To see specific requirements for each graduation plan, please see the [BISD Educational Planning Guide](#).

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s final transcript and is a requirement to be considered for automatic admission purposes to a four-year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical Education.** 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.
- **Language other than English.** Students are required to earn 2 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.

Available Endorsements

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

- Science, Technology, Engineering, and Mathematics;
- Business and Industry;
- Public Services;
- Arts and Humanities; or

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- Multidisciplinary Studies.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Brazosport ISD partners with Brazosport College to host FAFSA Nights at our high schools in order to provide assistance to families as they complete their application.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans (4 Year Plan)

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

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

Available Course Options for all Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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 to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

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

Graduation Expenses

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

Graduation Ceremony

Participation in the ceremonies is a privilege. Successful completion of all state and local graduation requirements, as well as campus requirements (such as attending rehearsal and signing graduation contracts) are necessary in order to participate.

Senior students who engage in pranks may have this privilege removed. Any student who is assigned to DAEP and has not completed the assignment prior to the last day of school will be prohibited from participating in school sponsored activities, which includes graduation ceremonies.

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Early High School Completion Scholarship Program.

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

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)]

HARASSMENT

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

HAZING

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [See Bullying and Policies FF1 and FNCC.]

HEALTH-RELATED MATTERS

Bacterial Meningitis

What is Meningitis?

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

What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

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How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85-90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have meningitis? You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about meningococcal vaccine. Additional information may also be found at the Web sites for the [Centers for Disease Control and Prevention](#), and the [Department of State Health Services](#),

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

See Immunizations for more information.

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed on the District Food and Allergy and Information web page.

[Food and Allergy Information](#)

See policy FFAF and Celebrations.

Physical Activity for Students in Elementary, Middle & Intermediate School

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

Students in intermediate school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

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School Health Advisory Council (SHAC) All Grade Levels

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Health Services Coordinator.

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

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website.

[See policies BDF and EHAA. See **Consent to Human Sexuality Instruction** on page 13 for additional information.]

Student Wellness Policy/Wellness Plan

Brazosport ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact your child's principal with any questions about the content or implementation of the district's wellness policy and plan.

OTHER HEALTH-RELATED MATTERS

Physical Fitness Assessment (Grades 3 – 12)

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

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. Any food or beverages sold in vending machines must meet [competitive food guidelines](#) unless sold during a designated exemption day. Food and beverages that meet competitive food guidelines and/or are sold during an exempt fundraiser must not be sold in competition with school meals, in the food service area, or during meal times (including 30 minutes before or after scheduled meal times.) If a campus chooses to operate vending machines, they must notify the Child Nutrition Director and provide documentation that items sold meet competitive food guidelines and time and place restrictions. [See FUNDRAISING and policies at CO and FFA.]

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

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

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

Asbestos Management Plan

The Brazosport Independent School District diligently works to maintain compliance mandated by both Federal and State laws governing asbestos in school buildings. A copy of the Asbestos Management Plan can be found in the main office at each campus.

If you have any questions or would like to examine the District's Asbestos Management plan in more detail, please contact Jay Burrige, the district's designated asbestos coordinator at (979) 730-7120.

Pest Management Plan

Brazosport ISD has a policy that requires us to follow integrated pest management (IPM) procedures to control pests on school grounds. This district strives to use the safest effective methods to manage pests, including a variety of non-chemical control measures; however, pesticide use is sometimes necessary to maintain adequate pest control and assure a safe, pest-free school environment.

All pesticides used in our district are registered for their intended use by the U.S. Environmental Protection Agency and the Texas Department of Agriculture and are applied only by certified pesticide applicators. Prior to indoor applications signs will be posted 48 hours in advance of the treatment. All outdoor applications will be posted at the time of treatment and signs will remain until it is safe to enter the area.

Parents with further questions, or who wish to be notified directly about upcoming pesticide applications on their children's campus, can contact the District IPM Coordinator at (979) 730-7120 or email at nigel.pierce@brazosportisd.net, we request that you send us and email with your specific requests per §7.147 of the Texas Department of Agriculture's School IPM rules.

HEALTH-RELATED SERVICES

Parental cooperation is essential in providing for students' health care needs which arise during the school day. This includes MAKING SURE THAT PARENTS CAN BE REACHED IN CASE OF A CHILD'S ILLNESS OR ACCIDENT. A telephone number at which parents can be reached during school hours is needed and an alternate number of a relative or friend is also necessary. Please keep these numbers current.

Secondary - Students reporting illness by phone to their parent should do so in the nurse's office.

NOTE: The district is not responsible for a child's medical expenses.

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

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

Diabetes

In accordance with a student's individual health plan for the management of diabetes, a student with diabetes (as verified by a physician) will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. A Permit for Possession and Self-Administration Medication form must be on file in the school nurse's office. Orders shall be for the current school year and the parent is responsible to update the campus school nurse of new orders during the school year. Please read the medication section or see your campus principal and/or nurse for further information.

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

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The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

Health Status of Student (All Students)

A student may be sent home because of a health need if he/she:

1. Appears ill and is unable to do class work.
2. Is suspected of having a contagious disease/condition.
3. Sustains an injury which needs medical attention or close observation.
4. Exhibits vomiting /or diarrhea during school hours.
5. Student has a fever of 100°Fahrenheit or above.
6. Any reason deemed necessary by adult in charge

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

So that each student's record can be kept current and accurate, it is necessary that any major change (illness, accident or surgery) be reported. For new students this can be done at the time of registration by completing the Emergency Medical form. If the student is restricted or limited in any way due to illness or accident, a note from the doctor at the time of the student's return to school is required.

Any child returning to school after having a contagious condition (i.e. strep throat, pink eye, flu, chicken pox) should:

1. Be free of acute illness symptoms.
2. Have a temperature below 100 degrees F for 24 hours without fever reducing medication, or with a written doctor's statement that the student may return to class.
3. In the case of a rash or skin infection: all lesions or breaks in the skin are in the healing phase. Cultures or a medical release may be required for slow-healing lesions.
4. No vomiting or diarrhea for 24 hours without anti-nausea or diarrhea-suppressing medication.
5. With the possibility of a communicable disease, medical diagnosis, illness or injury, the school nurse may ask for permission to communicate directly with the medical provider and request that a Release of Information form be completed.

Illness at School/Clinic Regulations

Secondary

1. Students must present a pass from the teacher if they come to the clinic after the tardy bell has rung. If the nurse is not in her office, the student is to report to the receptionist in the front office.
2. Students will not be seen between classes by the nurse unless the student is obviously acutely ill or injured. Students must always have a note from the teacher--unless it is an emergency.
3. If the student has any of the following symptoms, then he/she will be sent home
 - Appears ill and is unable to do class work.
 - Is suspected of having a contagious disease/condition.

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- Sustains an injury which needs medical attention or close observation.
 - Exhibits vomiting /or diarrhea during school hours.
 - Student has a fever of 100°Fahrenheit or above.
 - Any reason deemed necessary by adult in charge
4. Students who are ill are to lie quietly in the room provided.
 5. Students are not allowed to visit other students in the nurse's office.
 6. Students who are ill are not to leave the nurse's office for any reason without permission of the nurse or school employee in charge at the time.
 7. When a student leaves the school for illness, he/she must be signed out in the attendance office.

Immunizations

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online.

[Affidavit Request for Exemption from Immunization](#)

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exceptions, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in dual credit courses taken off campus may be subject to this or other vaccination requirements.

For further information, see policy FFAB(LEGAL) and the DSHS Website:

[Texas School & Child-Care Facility Immunization Requirements](#)

Medication at School

The district will not purchase medication to give to a student. District employees will not give a student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements, except as described below.

If at all possible, the child's medication plan should be such that all medicine could be given outside of school hours. All medications (prescription and non-prescription) must be transported to and from school by parent/guardian. Students may not transport any medication to or from school. The procedure listed below must be followed to dispense medications at school. No students are allowed to have medication in their possession during school hours with the exception of students with diabetes and asthma and then only if the appropriate forms are completed and the student is able to follow the rules. All medication brought to school is to be kept in the nurse's office.

1. A Medication Administration Form is completed and given to the school nurse with the prescription and/or non-prescription medication. When prescriptions are filled, ask for two labeled containers: one for school and one for home.
2. Any sample medication prescribed by the practitioner must be labeled and accompanied by a prescription, and the parent must complete a Medication Administration form.
3. No intravenous, intramuscular or subcutaneous medications, with the exception of diabetes medications or epinephrine will be considered for administration at school.
4. No herbal medications or products, medications from another country or in a language other than English, outdated medications, trial or study medications will be administered during school hours by the school nurse.
5. The district is not responsible for providing medications for students or the adjunct equipment to deliver the medication (example: nebulizer or oxygen, and the tubing or face mask).
6. With written permission from their parent and/or physician, students with asthma or anaphylaxis are permitted by law to self-administer their medication. Students with asthma are expected to report recurrent or worsening symptoms to the nurse, so that the parent may be notified of the student's current condition, and the asthma action plan may be altered.
7. In the event that the School Nurse performs numerous therapies and treatments for students served under special programs, there are numerous prescription medications to be administered, or there is inadequate space to lock medications on a campus, the ability to dispense non-prescription medications may vary from campus to campus.
8. The School Nurse retains the right to refuse to dispense the medication during school hours, if in his/her opinion it is in conflict with the Texas Board of Nurse Examiners Rules and Regulations, or the medication is not labeled by the FDA for the age group or purpose for which it is requested to be given. A request for a physician to clarify orders or have ongoing communication to address health issues may occur. It is the parent's responsibility to obtain medication from the school nurse on or before the last day of school. All medications will then be discarded.
9. Parents are also responsible to take the medication from one school to the next in case the student changes campuses during the school year, transfer forms for administration, and visit with the new school nurse about their child's special needs.
10. All medication, treatment, and therapy medical orders must be renewed at the beginning of each new school year in order to have the school nurse perform the requested action.

Possession and Self-Administration of Medication and Supplies

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events if the student has written authorization from parent/guardian and physician (Permit for Possession and Self-Administration form).

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In accordance with a student's individual health plan for the management of diabetes, a student with diabetes may be permitted to possess and use monitoring and treatment supplies and equipment while at school or at school-related activity provided the Permit for Possession and Self-Administration form is on file in the nurse's office.

See school nurse for information possession and self-administration of medication and supplies.
[See policy FFA (LEGAL).]

Sunscreen

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

Non-Aerosol sunscreen may be provided to the student's teacher. The sunscreen must be labeled with the student's name and accompanied with a signed permission note from the parent.

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

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

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

Mosquito Spray

Non-aerosol mosquito spray (pump only) may be provided to the student's teacher. The mosquito spray must be labeled with the student's name and accompanied with a signed permission note from the parent.

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 the 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.]

Tuberculosis Screening

New students to the district who are enrolling from outside of the country may be required to have a Mantoux Tuberculin skin test (PPD) with documented results, with the understanding that if the test is positive, appropriate treatment will be necessary. There is also a risk survey for students who traveled outside the United States to determine if a PPD will be necessary.

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 must submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment

of the student, or as soon as practicable following diagnosis of a seizure disorder. Contact the school nurse for more information.

HOMELESS STUDENTS

You are encouraged to inform your child's district and/or campus if you or your child is experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's Homeless Education Liaison, Julie Engelking, at (979) 730-7000 ext. 27106 .

HOMEWORK

The Brazosport Independent School District subscribes to homework guidelines to provide a form of consistency in assignments among grade levels and schools. Teachers are expected to provide feedback on all homework assigned through comments or grading to recognize the effort of the student and indicate use by the teacher to guide instruction. Homework should also be at a level that can be done independently by a student and the student should clearly understand the expectations of the assignment. While these guidelines are put forth by the Brazosport Independent School District, homework may be modified to meet the needs, abilities, or interests of individual students.

Students in Special Education, 504, Dyslexia, LEP:

- Students in special education or mainstreamed classes may receive modified homework assignments based on their Individualized Education Plan. The individual abilities and needs of special education students dictate the amount and structure of their homework assignments. If such modifications are necessary, the classroom teachers(s) and special education teacher(s) will consult with one another to determine appropriate modifications.

Parameters in homework:

- **Grades K-6**
 - Grade levels should work collaboratively to ensure that homework across the grade levels does not exceed the parameters for homework guidelines.
 - Kindergarten-6th-Assigned nightly reading is not included in the average minutes per grade level. This is additional reading practice and grades shall not be taken on this practice. Students in the SEARCH program are likely to experience a higher volume of homework/coursework on average.
 - Kindergarten & 1st grade – average 10 minutes nightly
 - 2nd grade – average 20 minutes collectively
 - 3rd grade- average 30 minutes collectively
 - 4th grade – average 40 minutes collectively
 - 5th grade – average 50 minutes collectively
 - 6th grade – average 60 minutes collectively
- **Grades 7-12**
 - Departments should work collaboratively to ensure that homework across the departments do not exceed the parameters for homework guidelines.
 - Homework assignments should collectively average 1-2 hours per night. Redoing/late assignments are not included in this average. Students in advanced courses are likely to experience a higher volume of homework/coursework on average.
 - Campuses may elect to assign certain days of the week for subject based testing with the purpose of avoiding excessive testing in one day.

These guidelines are based on current research and practice so that homework can serve as an effective tool to encourage, reinforce and enhance learning.

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

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

The principal will 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 has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

LEAVING CAMPUS

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow parents or authorized adults to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed if a parent picks the student up from campus. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

All BISD campuses are closed and no students are allowed to leave without a parent or principal permission.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

LOST AND FOUND

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

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MAKEUP WORK

[See **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) Makeup Work

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

MESSAGES TO STUDENTS

Please weigh the importance of a message you want your child to receive when calling the school. Messages should be limited to emergencies and unexpected changes, not reminders of previously communicated information. Student messages will be held to a minimum and will be delivered as time permits. The instructional program will not be interrupted to deliver messages.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, Brazosport ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The District provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, Brazosport 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.

Brazosport ISD has designated and authorized the following employee as the Title IX Coordinator to address student concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Robin Pelton at 301 Brazoswood Dr., Clute, Texas 77531, 979-730-7000 extension 24101, rpelton@brazosportisd.net. 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).

For concerns regarding discrimination on the basis of disability, please contact the ADA/Section 504 Coordinator: Lorin Furlow, 301 W. Brazoswood Dr., Clute, Texas 77531, 979-730-700 extension 19246, lfurlow@brazosportisd.net.

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For all other concerns regarding discrimination, please contact the Superintendent: Danny Massey, 301 W. Brazoswood Dr., Clute, Texas 77531, 979-730-7001, dmassey@brazosportisd.net.

NONTRADITIONAL ACADEMIC PROGRAMS

The Brazos Success Academy is an alternative high school designed to give students an opportunity to gain credit toward graduation through non-traditional credit options. Students are able to complete the curriculum online in order to either recover credits and get back on track for graduation or accelerate the pace that they gain credits in order to graduate early.

B*Inspired is a program that helps 9th grade students who have not gained sufficient credits utilize online credit opportunities to complete two years' worth of credits in one year's time. Upon successful completion, students are able to go back to their home campus as juniors and be on track for graduation with their cohort.

PARENT AND FAMILY ENGAGEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer.
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community, family, and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations.

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TITLE I PARENT Parent & Family Engagement Policy

All school districts receiving Federal Title I, Part A funds are required under Section 1112 of the Every Student Succeeds Act (ESSA) to develop a written parent involvement policy for the district to explain how the school district supports the important role of families in the education of their children and the action steps the district will take to facilitate family support in promoting the academic success of students. This plan, as outlined below, complies with this statute.

Requirement	Plan
<p>1. Is the district parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) ESSA Section 1116 (b)(1)</p>	<p>Brazosport ISD has established a District level Parent Advisory Committee (PAC) which meets at least annually to review/revise the District Parent & Family Engagement (PFE) Policy to ensure that it is presented in a format and written in a language parents/families can understand. The PFE Policy is provided to parents in English & Spanish in the BISD Student Handbook as well as on the BISD website.</p> <p>District PAC representatives include Title I campus administrators, teachers, and parents. Title I campuses select at least one staff member, and one parent to serve as PAC representatives. The district schedules the PAC meetings at convenient times and locations to support active participation in the comprehensive review of the Parent & Family Engagement Policy and family engagement programs.</p>
<p>2. Does the district policy describe how the LEA will involve parents in the joint development of the District Improvement Plan? ESSA Section 1116 (a)(2)(A)</p>	<p>BISD enlists parents annually to participate in the District Educational Improvement Committee (DEIC), which meets to review the Comprehensive Needs Assessment as well as the District Improvement Plan. Committee members provide feedback and make recommendations on possible updates. The DEIC meets several times throughout the school year.</p>
<p>3. Does the district policy describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective parent involvement activities to improve student academic achievement and school performance? ESSA Section 1116(a)(2)(B)</p>	<p>BISD believes that families are integral partners with school personnel in the education of their children and will promote active engagement of families to empower their support of student learning. BISD will accomplish this by supporting campus-based Parent & Family Engagement initiatives, including, but not limited to:</p> <ul style="list-style-type: none"> ● Family Academic Events; ● Attendance at parent & family engagement trainings/conferences; and ● Adult literacy, technology, and parenting trainings <p>The district will ensure that parents with children attending Title I campuses meet at least once a year with campus staff to review and, as necessary, revise the District and Campus PFE Policies. Families will be informed about the meetings through multiple communication methods.</p> <p>In support of the Title I campuses, the district level Title I PAC will include parents, teachers and administrators from campuses with Title I programs. The PAC reps. will participate in training throughout the year on needs, activities, and evidence-based strategies associated with improving effective PFE Programs. The meetings will be scheduled at convenient times and locations to</p>

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	<p>support active participation in the comprehensive review of the campus/district family engagement programs. BISD allocates to the Title I campuses 100% of the Title I, Part A PFE 1% set-aside. The campus principals consult with their Site-Based Decision Making Committees about use of these funds. The district collaborates with campus staff regarding Title I funding approval for identified PFE activities, and the district monitors the campuses for (a) Title I fiscal & programmatic compliance, and (b) high quality Title I PFE Program implementation.</p>
<p>4. Does the district policy describe how the LEA will coordinate and integrate parental involvement strategies, to the extent feasible and appropriate, with relevant Federal, State, and local laws and programs? ESSA Section 1118 (a)(2)(C)</p>	<p>BISD campuses with Title I programs will involve community organizations in family engagement activities when possible and will participate in programs that will benefit families and students. The district will coordinate and integrate PFE strategies in Title I, Part A with other appropriate Parent and Family Engagement programs. Families are encouraged to participate through volunteer programs at school and to create a supportive home atmosphere which promotes the profile of a learner. Each Title I campus will provide family engagement activities designed to meet the unique needs of the students, families, and community. The annual evaluation data will be used in the planning of effective programs. This will aid in the building of relationship driven, results focused, intentional, and personalized student owned activities. Parental strategies may include parent information on academic support but may also provide information on establishing study habits, anxiety and bullying.</p>
<p>5. Does the district policy describe how, with the meaningful involvement of parents, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools? ESSA Section 1116 (a)(2)(D)</p>	<p>BISD will provide parents/caregivers of students attending Title I campuses with an annual "Title I Parent and Family Engagement " evaluation survey to identify program strengths and opportunities for growth. The district will compile and distribute survey results to each Title I campus in order to aid in the development of the Campus Improvement Plans and Campus Needs Assessments. Such plans will be used by campus leadership teams to design strategies that will address their specific needs. The district level Title I PAC will be made up of parent and staff representation from campuses with Title I programs and will meet at least annually. The purpose of this committee is to serve in an advisory role for program improvements and to revise the district's Parent & Family Engagement Policy.</p>
<p>6. Does the district policy describe that the annual evaluation will also (i) identify barriers to greater participation by parents/families in activities authorized by this section; (ii) identify needs of parents/families to assist with the learning of their children; (iii) identify strategies to support successful school and family interactions? ESSA Section 1118 (a)(2)(D)(i - iii)</p>	<p>BISD will conduct, with the engagement of parents and families, an annual evaluation of the content and effectiveness of this PFE Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in PFE activities (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). A committee of</p>

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	<p>school district employees and parents will use the findings of the evaluation about its PFE Policy and activities to design strategies for more effective Parent and Family Engagement and to revise its Parent and Family Engagement policies.</p> <ul style="list-style-type: none"> • Each Title I campus will annually distribute to parents and families a Parent and Family Engagement Survey to identify possible barriers, determine the individual needs of the parents/families they serve, and identify strategies to support successful school and family interactions.
<p>7. Does the district policy describe that the findings from the evaluation will be used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement (district and school) policies? ESSA Section 1116 (a)(2)(E)</p>	<p>BISD utilizes feedback from the annual evaluation and survey to ensure alignment between family engagement activities and district/school teaching and learning goals to promote continuous improvement of family engagement. Evaluation and survey data, as well as feedback from PAC members, are utilized when reviewing/revising the district and school PFE policies to assist with designing evidence-based PFE strategies.</p>
<p>8. Does the district policy describe how to involve parents in the activities of the schools, which may include establishing a parent advisory council? ESSA Section 1116 (a)(2)(F)</p>	<p>Families will have the opportunity to participate and collaborate in the Title I programs, Family Engagement Policies, and campus specific School-Parent Compacts. One meeting will be held annually to review/revise the compact and policy. Every family and community member is always welcome in our schools to collaborate with our campuses to make every student in our district a successful learner. BISD will provide appropriate family participation opportunities for regular meetings, course sessions, and workshops to ensure that every student succeeds. BISD will conduct an annual evaluation survey to identify strengths and growth opportunities for the procedures in place. The survey results will be used to aid in the campus planning process, including the development of the Campus Improvement Plans and Campus Needs Assessments that will be shared with campus stakeholders. These plans will be used by campus leadership teams to outline the activities that will address their specific needs to ensure that every student is future ready. Families are encouraged to serve on campus, as well as district committees, and take part in the following:</p> <ul style="list-style-type: none"> • Parent Teacher Associations/Parent Teacher Organizations • District Community Meetings held throughout the District • Title 1 Campus Meetings • Volunteer opportunities • PK Round-Up Activities • Campus Community Partners • Annual Region 16 Parent Involvement Conference
<p>9. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. ESSA Section 1116 (e)(1)</p>	<p>BISD is committed to building trust and a sense of security and belonging in order to provide trainings and other resources to help parents and families of children participating in Title I programs better understand the state's academic standards (TEKS) and local/state academic assessments (e.g. STAAR, TELPAS, Benchmarks). The district will monitor campus Title I</p>

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	<p>PFE events to ensure capacity-building information is being provided to families on a regular basis.</p> <ul style="list-style-type: none"> • School-Family academic events, parent-teacher conferences, Title I Compact, Parent Portal, or written communication (i.e. report cards and progress reports) may be used to serve this purpose.
<p>10. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. ESSA Section 1116 (e)(2)</p>	<p>BISD campuses with Title I programs will provide materials and targeted training in order to empower families to support their children at home to improve achievement. The district will ensure that a variety of programs and materials are offered for families and staff based on the identified needs of each campus in their Campus Improvement Plan. The district will provide each Title I Principal and PAC member with information on effective research-based PFE strategies.</p>
<p>11. Shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, 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 the parents and the school. ESSA Section 1116 (e)(3)</p>	<p>BISD campuses with Title I programs shall hold an annual meeting with staff members and families to inform them about the Title I elements, requirements, as well as the family engagement programs that will provide opportunities for continuous engagement and improvement. The district will provide the campuses with the basic information that must be presented during the meeting. The campuses may personalize the information by adding information that addresses campus-specific strategies.</p>
<p>12. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers. ESSA Section 1118 (a)(2)(C) and (e)(4)</p>	<p>BISD campuses with Title I programs will involve community organizations in family engagement activities when possible and will participate in programs that will benefit families and students. The district will coordinate and integrate PFE strategies in Title I, Part A with other appropriate PFE programs. BISD has established a network of community/district/family resources, such as:</p> <ul style="list-style-type: none"> • Collaboration with Brazoria County Head Start • District Family Support Services • District and Campus Health Fairs • Special Education Parent Trainings • Communities in Schools • Boys and Girls Club • Harvard Family Engagement in Education Program – Skill building for Parents • Breakfast in the Classroom and Summer Meals programs • Summer School and Campus Enrichment Programs • Stephen F Austin School Based Mental Health site locations • Brighter Bites Fresh Fruits/Veggies family partnership • Houston Food Bank (Freeport Intermediate) Food market • Loving BISD - Church/School District Partnership • Brazosport Cares Food Pantry - Student Backpack Program • True to Life Ministries - Belay mentoring program and student success coaches • Bay Area Council on Drugs and Alcohol - providing

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	<ul style="list-style-type: none"> ● counseling, mentoring, parent information sessions ● Free after school programs provided by local churches (First Baptist of LJ, The Lighthouse Church, St. Timothy's Episcopal) ● Youth and Family Counseling - provides free/reduced counseling for BISD students and families ● Clute Intermediate School provide a food ● pantry operated by Communities in Schools
<p>13. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. ESSA Section 1116 (e)(5)</p>	<p>In an effort to best accommodate the needs of families, the district will:</p> <ul style="list-style-type: none"> ● Monitor campus-based Title I Parent and Family Engagement events (meetings, trainings and other activities) to ensure they are being offered at different times during the day, and through multiple communication methods and in a format and language families can understand; ● Provide Title I information for parents to each Title I campus; and ● Provide a set of discussion points for the "Annual Title I Meeting for Parents" to each Title I campus. The district will ensure each Title I campus disseminates the district-provided information in their Annual Title I Meeting for Parents.
<p>14. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. ESSA Section 1116 (e)(14)</p>	<p>Title I, Part A funds are available to campuses for approved Parent and Family Engagement activities. Activities could include, but are not limited to, childcare, transportation, and/or home visit expenses to enable parents to participate in school-related meetings and training sessions. The district will provide other reasonable support for Parent and Family Engagement activities as campuses or parents may request.</p>

This Parent & Family Engagement Policy was developed jointly with and agreed upon by staff and parents of children participating on campuses with Title I, Part A programs. The policy was adopted by the **Brazosport ISD Parent Advisory Committee on June 1, 2023** and will be in effect for the **2023-2024 school year**. BISD will make the policy available electronically no later than September 20, 2023 on the Brazosport ISD Parent & Family Engagement website, in the District Student Handbook, and in paper format at the District's Administration Building. The policy will be reviewed annually and revised as necessary. For more information, please contact Sherry Phillips, Director of State & Federal Programs or Sara Briggs, Coordinator of State & Federal Programs. (revised 8/18/22)

PARTIES

Each campus principal may approve school parties. If religious beliefs prevent a child from attending and participating in any of these parties, parents may notify his/her teacher that the parent will pick him/her up prior to the beginning of the party. [See policy CO (LEGAL) for more information.]

Birthday parties and/or gifts exchanged for BISD students are not permitted. Classroom instruction cannot be interrupted in any way. Balloons, flowers, or gifts are not to be delivered to students at school and are not permitted on buses or in classrooms.

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PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

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

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form and the results of this appraisal may prompt the district to require a physical examination.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is noninvasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Exams and Screenings

As required by the Department of State Health Services, all students in grades EC, PK, 1st, 3rd, 5th, 7th, and students new to the district will be screened for vision and hearing abnormalities. Height and weight measurements will also be obtained.

At this time, Acanthosis Nigricans (AN) screening will take place for 1st, 3rd, 5th, and 7th graders. AN is a skin condition that signals high insulin levels in the body. AN markings can help identify persons who run the risk of developing diabetes in the future.

The school nurse will notify parents/guardians of any abnormal results from screenings with a Referral to Physician letter. It is the parents/guardians responsibility to seek medical attention for their student as well as return a physician report to the school nurse.

New students enrolling from outside of the United States may be required to obtain a tuberculin skin test as identified by the Department of State Health Services.

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. 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.

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

PRAYER

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.

PREGNANT OR PARENTING STUDENTS

You are encouraged to inform your child's district and/or campus if you or your child is pregnant or a parent. District staff can share resources with you that may be able to assist you and your family.

For more information on services for pregnant students, contact the district's Pregnancy Related Services Facilitator, Julie Engelking, at (979) 730-7000 ext. 27106 .

PRIVATE LESSONS

Permission to take private lessons during school hours in music shall be allowed only under the following conditions;

- The student is missing only their music class
- The student's grade is not negatively affected for missing the class
- One hour per week shall be the maximum time allowed for such lessons.
- The school cannot be held responsible for the students leaving school or returning to school on time. Parents are to assume the responsibility for the safety of their children from the time they leave school until the time they report back to school.
- Parents must make requests in writing to the campus Principal for approval.

PROGRESS REPORTS

Progress reports will be sent home with all students during the fourth week of each nine week grading period. (EIA Legal) (EIA Local) In addition, BISD utilizes a website that gives parents and students online access to grades, conduct, attendance, homework assignments and school activities. You will need to use the username and password given at registration to log on the first time. Please take advantage of this communication system to keep up with your child's school performance on a daily basis. Parents are encouraged to contact their child's teachers regarding these notices.

PROJECT GROW

An elementary disciplinary education alternative placement is available for students who have difficulty responding to classroom rules, etc., causing continued disruption in the learning environment. Referrals to Project GROW (Gaining Responsibilities, Opportunities and Wisdom) are initiated at the campus level.

PROMOTION AND RETENTION

A student may be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, 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.

PRE-K AND KINDERGARTEN Students in prekindergarten and kindergarten shall not be retained without parental consent.

GRADE ONE In first grade, promotion to the next grade level shall be based on satisfactory performance in English language arts and math. Students will need to meet 9 out of 12 standards in English language arts and 10 out of 14 in math.

GRADES 2-4 In grades 1-4, promotion to the next grade level shall be based on a grade of 70 or above on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) in both language arts and mathematics and a grade of 70 or above in one of the following two areas: science and social studies.

GRADES 5-8 In grades 5-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in three of the following areas: English, language arts, mathematics, science, and social studies.

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

For the 2023–24 school year, a parent may request in writing that a student repeat grade 4, 5, 6, 7, or 8 that the student was enrolled in during the 2021-22 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade level standards. A student in grades 9 – 12 will advance to a grade level based on the number of credits earned. [Also see **Grade Level Classification.**]

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

For the 2023–24 school year, a parent may request in writing that a student repeat a course taken for high school credit that the student took and received credit for during the 2021–22 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Retention of students with IEP's

For students receiving special education services, the ARD Committee will serve as the retention/replacement committee; all other procedures are followed as stated.

Retention of Students Classified as English Language Learners

Students may not be retained in a grade based solely on their lack of English Language Proficiency.

Principal must submit a transitional plan for the student who is being retained or placed. The plans should include the targeted Tier 3 Interventions that will be implemented.

Teachers may not communicate possible retention to parents outside of an RtI meeting without the principal's approval.

Parental Appeal Process for Retention

If a parent chooses to appeal a retention recommendation, these procedures must be followed:

- The principal must explain the parental appeal process to the parents.

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- The parent must submit a letter in writing to the Assistant Superintendent of Elementary / Secondary Education and include all pertinent information to be discussed in the appeal.
- The Chief Academics Officer will schedule a meeting with the Retention Committee. The Committee will be made up of at least three of the following:
 1. Assistant Superintendent of Elementary / Secondary Education or designee
 2. An Elementary Principal
 3. A Middle School Principal
 4. Director of Federal & Early Childhood Programs & Services
 5. Director of Special Services
- The Assistant Superintendent of Elementary / Secondary Education or designee will gather and present the following information to the Retention committee for their review in making the final decision:
 1. Parent Information
 2. Campus documentation on student’s academic progress.
 3. The Assistant Superintendent of Elementary / Secondary Education or designee will notify the campus principal.
 4. A written notification will be mailed to the parents and copied to the campus principal.

REPORT CARDS AND CONFERENCES

Report cards with each student’s grades or performance and absences in each class or subject are viewable through Parent Self Serve at the end of each nine weeks.

BISD administers progress reports to all students; however, state law requires that at the end of the fourth week of a nine-week grading period, parents receive a progress report if their child’s performance in any course/subject 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 the grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the Superintendent or designee 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).]

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).

Reporting Period Calendar-Grades K – 12th

9-Weeks Reporting Period	End of 9-Weeks	Elementary Report Card Finalization	Secondary Report Card Finalization
1st 9-Weeks	Friday, Oct. 6	Thursday, Oct. 12	Thursday, Oct. 12
2 nd 9-Weeks	Friday, Dec. 15	Thursday, Jan. 4	Friday, Jan. 5
3 rd 9-Weeks	Friday, March 8	Thursday, March 21	Friday, Mar. 22
4 th 9-Weeks	Thursday, May 23	Friday, May 24	Thursday, May 30

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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 is expected to:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, and 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 on our [Keep BISD Safe](#) webpage.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness 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.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification. The district will annually offer students in grades 7–12 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

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.

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and

- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student’s parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child’s school when a phone number previously changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access, notification will be given by the following television stations:

KTRK	CHANNEL 13 ABC
KHOU	CHANNEL 11 CBS
KPRC	CHANNEL 2 NBC
FOX	CHANNEL 26 Houston
KXLN 45	CHANNEL 10 (Spanish Station)

In case of severe/dangerous weather that could put students in imminent danger, it is strongly recommended that parents listen to media broadcasts and authorities in the school for information on picking up students. School authorities will work with parents, but will keep the safety of all students in mind when making decisions for releasing students.

Additional resources that can be monitored during an emergency situation in the community or schools are as follows:

- Brazosport ISD Webpage – www.brazosportisd.net
- Following Twitter or Facebook
- CAER Radio – 1610 AM
- School Messenger Call Out

SCHEDULE CHANGES

[See **Course Change Procedures.**]

SCHOOL FACILITIES

School Hours

Pre-Kindergarten through 6th Grade, except Clute Intermediate School: Classes begin at **8:05 a.m.** and school is dismissed at **3:50 p.m.** All students are to report to the designated student areas upon arrival to school. Parents

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whose children do not ride the bus must have their children at school promptly by 8:05 a.m. and pick their children up at 3:50 p.m. After-school daycare buses must also drop off and pick up students on time.

7th - 12th Grade, including Clute Intermediate School grades 5 & 6: Classes begin at **7:30 a.m.** and school is dismissed at **3:15 p.m.** All students are to report to the cafeteria or library upon arrival to school. After 3:15 p.m., only students engaged in official school activities can remain on campus.

Students not in official school activities must leave campus at 3:15 p.m.

- Each school has designated bus parking areas for students boarding and departing buses. PLEASE DO NOT PARK OR PICK UP STUDENTS IN DESIGNATED BUS AREAS.
- If your child walks to school, he/she must leave the school grounds at the dismissal bell.
- Bike riders need locks and chains to secure their bikes in the rack.

Lighthouse Learning Center and Brazos Harbor: See campus schedule for start and end times.

Brazos Success Academy: Classes begin at **8:05 a.m.** and school is dismissed at **3:50 p.m.**

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.

Arrival on Campus

Students are not allowed to leave campus at any time after arriving, whether or not they have entered the building, without permission from the office or unless supervised by a staff member. Any student leaving the campus without permission will be counted TRUANT and subject to serious disciplinary action. This means students may not leave to go to the store, to a friend's house, or even back to their own home in the morning after the student has arrived at school.

For safety reasons, students who are eligible should ride the bus home after school rather than remaining on campus grounds.

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 must follow 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 may result in disciplinary action in accordance with the Student Code of Conduct.

Child Nutrition Services

The district participates in the National School Lunch Program/National School Breakfast Program offering students a nutritionally balanced lunch and breakfast daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation in the free and reduced price meal program is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (ASLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that the student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. Free and reduced meal applications are available on each campus and the Child Nutrition Office throughout the year Nutrition office throughout the year. For faster processing, we encourage the use of our online application. Visit: the BISD website or school café.com for details. The district also offers an easy-to-use way for parents to securely and conveniently pay for school meals on our free app or website. Parents can view the student's account history for cafeteria purchases at school. Automated payments and low balance alerts help parents make timely payments, ensuring that their students have sufficient funds to purchase meals at school. The secure website and app enables payments to be made from an internet-enabled computer or your phone anytime.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal. The district will make every effort to avoid bringing attention to such a student.

Meal Prices:

Elementary Paid Lunch \$2.65
Secondary Paid Lunch \$2.95
Reduced Lunch (all) \$0.40
Paid Breakfast (all) \$1.45
Reduced Breakfast (all) \$0.30

State and federal law, as well as board-adopted policies, defines when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day. [For more information, see policies CO (LEGAL) and FFA (LOCAL).]

Library (Media Center)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The librarian can assist students during regular hours of operation.

Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only)

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

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

SEARCHES

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

Drug Testing

(See STEROIDS on page 104)

[See Drug Testing Policy FNF (LOCAL)]

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

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

Metal Detectors (All Grade Levels)

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.

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 the law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF (LEGAL) and **Electronic Devices and Technology Resources** for more information.]

Vehicles on Campus

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

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

Trained Dogs

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

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school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, students who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the District at 979-730-7000.

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.

STANDARDIZED TESTING

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 school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgement on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirements in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher learning.

TSI (Texas Success Initiative) Assessment

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

Armed Services Vocational Battery Test

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact your child's counselor or administrator about this opportunity.

STAAR (State of Texas Assessment of Academic Readiness)

Grade 3-8

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

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

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Middle or Junior High School Students

For a middle-school or intermediate school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school or intermediate school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. 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.

[See the school counselor or principal and policy EIF(LEGAL) for more information.]

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.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

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

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

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

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

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

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

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

Also see **Graduation** for additional information.

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

STEROIDS (Secondary Grade Levels Only)

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

In an effort to provide educational stability, the district will 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.

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

Please contact John Thomas, who has been designated as the district's foster care liaison, at 979-730-7000 with any questions.

STUDENT SPEAKERS

[See Student Expression Policy FNA (LOCAL)]

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SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its Web site: [Services for Children and Adolescents](#).

SUICIDE AWARENESS

The district is committed to partnering with parents to support the health, mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area.

SUMMER SCHOOL

A district shall permit a person who is eligible under Education Code 25.001 to attend school in the district but who is not enrolled in school in the district to enroll in a district summer school course on the same basis as a district student, including satisfaction of any course eligibility requirement and payment of any fee authorized under Education Code 11.158 that is charged in connection with the course.

TARDIES

It is the responsibility of the parent/guardian to ensure that a student arrives at school on time each morning. Punctuality is an essential element of a good work ethic. All students are expected to be **ON TIME AND PREPARED** for class each day. A student who is late to school must report to the Attendance Office, sign in, and get a tardy slip. A note from the parent explaining why their child was late is requested. Students who are tardy due to doctor appointments are not counted as tardy if the student turns in a doctor's note upon arrival.

- Tardies disrupt both the classroom and the learning. When a child establishes a pattern of tardies (3 or more within a grading period or 6 or more cumulatively), the administrator may contact the parent and send an official letter addressing the problem.
- Penalties for tardiness may include removal of privileges such as recess, before or after school detention, in-school suspension or referral to county authorities.
- Tardies for each marking period will also be recorded on the report cards.

NOTE: For perfect attendance purposes, any tardies may cause a child to be ineligible for a perfect attendance award. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services. The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher. If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

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 instructional materials and technological equipment until the item is returned.

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or paid for by the parent. However, the student will be provided instructional materials and equipment for use at school during the school day.

If the instructional material is deemed unusable upon its return or if the identification barcode is unreadable or removed, the student will be charged the full price of the instructional materials.

Instructional Materials Fees

DAMAGE	ELEM / M SCHOOL	HIGH SCHOOL
Pencil Marks	.10 per page	.20 per page
Ink Marks	.20 per page	\$1.00 per page
Torn Page	\$1.00 per page	\$1.00 per page
Binding Damage	\$1.00 to total price	½ to total price
Cover Damage	\$1.00 to total price	½ to total price
Book Damage	Total price	Total price
Lost Book	Total price	Total price
Missing Page	Total price	Total price
Inappropriate language	Total price	Total price

TRANSFERS

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

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

Transfers - Intradistrict

Parents/Guardians of students enrolled in BISD can submit a transfer request. Transfers are only considered when one of the following needs occur:

- Extenuating hardship
- Parent/Guardian is a BISD employee at the same campus with extenuating hardship
- Moved outside of the boundary lines but want to complete a semester or school year
- Interest in having child participate in the elementary STEM Program at Stephen F. Austin STEM Academy

Applicants must give a detailed explanation for the transfer request in the box provided on the [Intradistrict Transfer Request Form](#). Qualifying criteria will be considered.

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. A campus administrator may make an exception if the student's parent or guardian personally requests that the student be permitted to ride with the parent, or if the parent presents a written request to the principal two days before the scheduled trip that the student is allowed to ride with an adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. The two miles is calculated by the transportation department's routing software and is based on a two mile walkout (not two mile radius) from the front of the campus on the public road (not campus private drive) to the student's residence. The service is provided at no cost to students. Bus routes and any information related to bus service may be obtained by contacting the BISD Transportation Department at (979) 730-7145.

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Arranging School Bus Transportation

Parents need to contact the Transportation Department at (979) 730-7145 to set up their student(s) for school bus transportation. Please allow Transportation up to 3 days to start service due to the location of the student(s) stop. The student(s) stop may require the bus to be rerouted, changing the times for the other students that are presently on the bus. This will allow for contact to be made to those families and to allow the Transportation Department adequate time to assess the safest route and stop locations possible. If the student lives near already established stops then the Transportation Department will start service as soon as possible after giving the route driver the appropriate information. No student will be allowed to ride the bus unless a parent/guardian has previously set up transportation service. Students not set up for transportation and waiting at bus stops will not be allowed on the bus due to safety concerns. It is the Transportation Department's goal to ensure the safety of all students on BISD school buses and having an unidentified person boarding our bus is not providing the safest environment for the students on the bus.

In the event that a student will be riding the bus with another student a letter from the visiting parent must be written and signed and then be signed off by a campus administrator to then be handed to the bus driver. If there is no letter or the letter does not have the appropriate signatures then the student will not be allowed on the school bus. In case of an emergency a phone call can be made to the Transportation Department or school campus prior to the student boarding the bus. A student riding with another will only be allowed on a room available basis.

A parent may designate a child-care facility or a grandparent's residence as the regular pick-up and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pick-up location, you may contact the Transportation Department at 979-730-7145.

School Bus Discipline – Refer to Student Code of Conduct

The driver is the authoritative person on the bus and their directions are to be followed at all times. The bus driver is expected to work with each of their students to the best of their ability to provide students with an opportunity to correct their misbehavior and create a safe and enjoyable environment for all students on the bus. Drivers are authorized to give verbal warnings, reassign seats, contact parents, write bus safety reports or other approved corrective actions the driver sees fit that will be in the best interest of the student misbehaving or the other students that are affected by the actions of the student. Drivers are not authorized to put students off of the bus for disciplinary reasons without the approval of a Transportation supervisor or campus administrator. No student will be put off the bus anywhere except the students assigned stop or at an approved campus without some kind of supervision, unless the student themselves leaves the bus on their own and the driver is unable to get them back on the school bus. Contact will be made with the appropriate authorities as well as parents if this occurs. School bus suspensions are given only by a Transportation supervisor or campus administrator, not school bus drivers.

General Bus Procedures

- Be at the designated bus stop at least 5 minutes prior to the scheduled pick up time and remain a safe distance 6 – 10 feet from the roadway. Students should be dressed and prepared for inclement weather conditions while waiting at their bus stop.
- Wait until the bus comes to a complete stop and secured before boarding or getting off the bus.
- If a student is to cross in front of the school bus whether loading or unloading, cross 10 to 15 feet in front of the bus while observing the driver to get the clear to cross the street. **Students are to never walk behind the bus.**
- Students are never to retrieve any item that may have been dropped without first getting the driver's attention and then getting the proper instructions from the driver to obtain their dropped item.
- Parents of Pre-K, kindergarten, or special needs students are to be at the bus stop to put their students on the bus or retrieve their student if they do not have a signed waiver that they can be let off the bus with

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someone under the age of 18. If the parent is not there for the PM the student will then be returned to their home campus. For Pre-K and kindergarten students whose parents are not at the stop and the student has to be returned to the campus a second time then the child will not be permitted to ride for 3 days. If a child is returned to the campus a third time the student will have their privileges taken away for the remainder of the year. If an emergency does occur and someone is not going to be at the stop then contact needs to be made to the Transportation Department prior to the student's drop off time.

- All of the student's personal items such as books, backpacks, etc. shall be the responsibility of the student and shall be kept with them at all times. Drivers will return the items back to the appropriate student if they know who the items belong to. Should there be any questions regarding lost items contact the Transportation office at (979) 730-7145.

Note: Parents are responsible for providing transportation to/from school if a child misses the bus or is serving a suspension. Parents should instruct their children on what procedures to follow if the bus is missed.

Other Students with Transportation Privileges:

Students residing less than two miles from their home campus are not eligible for transportation unless that area has been approved due to construction or other reasons to obtain school bus service. Questions regarding a student's eligibility should be made to the Transportation Department at (979) 730-7145.

The following students will be given one written warning with the parent being contacted by a Transportation supervisor or the driver to help assist with the misbehavior. The next written safety report will result in removal from the school bus for the year:

- 5th and 6th Grade Students who transfer from Freeport Elementary to Lanier.

The following students will receive an indefinite bus suspension upon receiving one written warning:

- Project Grow / LLC Students
- JJAEP Students

Extracurricular Trip

- All bus rider and school rules apply to all school sponsored trips.
- Discipline is the responsibility of the building principal and the sponsor.
- Strict loading/unloading time schedule will be followed.

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

In accordance with state law, upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, state law requires the district to

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place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please contact the principal or Lorin Furlow, who has been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment.

VISITORS TO THE SCHOOL

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures. All visitors are asked to not interrupt instruction by going to classrooms without principal approval.

To maintain the safety and security of campuses for students and staff, the District requires all visitors to register at the campus office prior to entering the campus. Individual campuses may utilize a computer ID system which requires any visitor to provide a valid state ID. The system has the ability to provide alerts on people who may jeopardize the safety of the campus and prints out a photo visitor's pass.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations to student privacy will not be permitted.

[See Campus Visitor Regulation]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG (LOCAL) or GF (LOCAL).

VISITORS PARTICIPATING IN SPECIAL PROGRAMS FOR STUDENTS

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested parties.

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies, listed in Title 36 of the United States Code, to present to interested students about membership in the society.

VOLUNTEERS

We appreciate the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus Principal for more information and to complete an application.

VOTER REGISTRATION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent in advance so that records and documents may be prepared. The parent may contact the registrar or counselor's office for the withdrawal procedures.

On the student's last day, all obligations must be cleared. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

GLOSSARY

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

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

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.

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

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

Attendance Review Committee is sometimes responsible for reviewing a student's absences when the student's attendance drops below 90, or in some cases 75 percent, 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.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

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

Every Student Succeeds Act (ESSA) Federal Every Student Succeeds Act.

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; modifications to state or district wide tests, whether successful completion of state-mandated assessments are required for graduation, etc.

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

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

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

PSAT is the preparatory and readiness assessment for the SAT.

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

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

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STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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

APPENDIX I: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Download/219?filename=FFI%28LOCAL%29.pdf>. Below is the text of Brazosport ISD's policy FFI (LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI (LOCAL)

Date issued: 11/17/2023

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples: Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or os-tracism.

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

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

A student who intentionally makes a false claim, offers false state-ments, or refuses to cooperate with a District investigation regard-ing bullying shall be subject to appropriate disciplinary action.

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

Student Reporting Procedures: To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Reporting Procedures: Any District employee who suspects or receives notice that a stu-dent or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third busi-ness day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

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

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

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

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

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

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

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

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

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

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

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

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

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

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

APPENDIX II: Annual Notification of Your Rights under FERPA

As a parent/guardian of a Brazosport ISD student, you have certain rights regarding your child's education records under the Family Education Rights and Privacy Act (FERPA).

1. **Review of Student Records.** You have the right to inspect and review your child's education records within 45 days after the school receives your written request for access. You must submit your written request to the school principal or designee. The school will make arrangements for access and notify you of the time and place where your child's records may be inspected.
2. **Amendment of Student Records.** If you believe your child's records are inaccurate, misleading or in violation of your child's privacy rights, you have a right to make a written request for the school to amend the records. Brazosport ISD Board Policy FL (Local) outlines procedures for addressing these requests including hearings, as appropriate. Grades are not subject to challenge under this provision.
3. **Disclosure of Student Records.** You have the right to provide written consent before Brazosport ISD discloses personally identifiable information** from your child's education records, unless federal law or state law specifically authorizes disclosure without consent. Guidelines for release of directory information, as well as the opportunity to opt-out from this release are referenced on the Notice of Release for Directory Information form. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. **Complaint to the U.S. Department of Education.** If you believe your rights under FERPA have been violated and efforts to resolve the situation through Brazosport ISD appeals channels have not provided satisfactory, you have the right to file a complaint with the U.S. Department of Education. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20222**

*Rights of Eligible Students. The rights described above transfer to a student who is 18 years old or is attending a post-secondary education institution; parents/guardians of dependent eligible students, however, may access their child's records without prior consent of the eligible student.

**See Directory Information on Notice of Release of Directory Information

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APPENDIX III:

Annual Notice of Release of Directory Information 2023-2024

DIRECTORY INFORMATION

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about this student. **If you do not want Brazosport ISD to disclose directory information from your child’s education records without your prior written consent, you must notify the district in writing by the 10th day of instruction for your child.** Brazosport ISD has designated the following 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. Federal law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 to provide a military recruiter or an institution of higher education, on request, with the name, address, or telephone number of a secondary student unless the parent has advised the district that the parent does not want the student’s information disclosed without the parent’s prior written consent.

REQUEST TO WITHHOLD DIRECTORY INFORMATION FOR THE 2023 - 2024 SCHOOL YEAR

Please **DO NOT** release any directory information (See definition above)

SECONDARY STUDENTS ONLY

Please **DO NOT** release any directory information to a military recruiter or institution of higher education

EXCEPTIONS TO WITHHOLD REQUEST MARKED ABOVE:

Release for Student Directory Release for Publication Release Photo for Yearbook

Student’s Name _____ Grade _____ ID# _____

School _____

Parent / Guardian Signature _____ Date ____/____/____

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