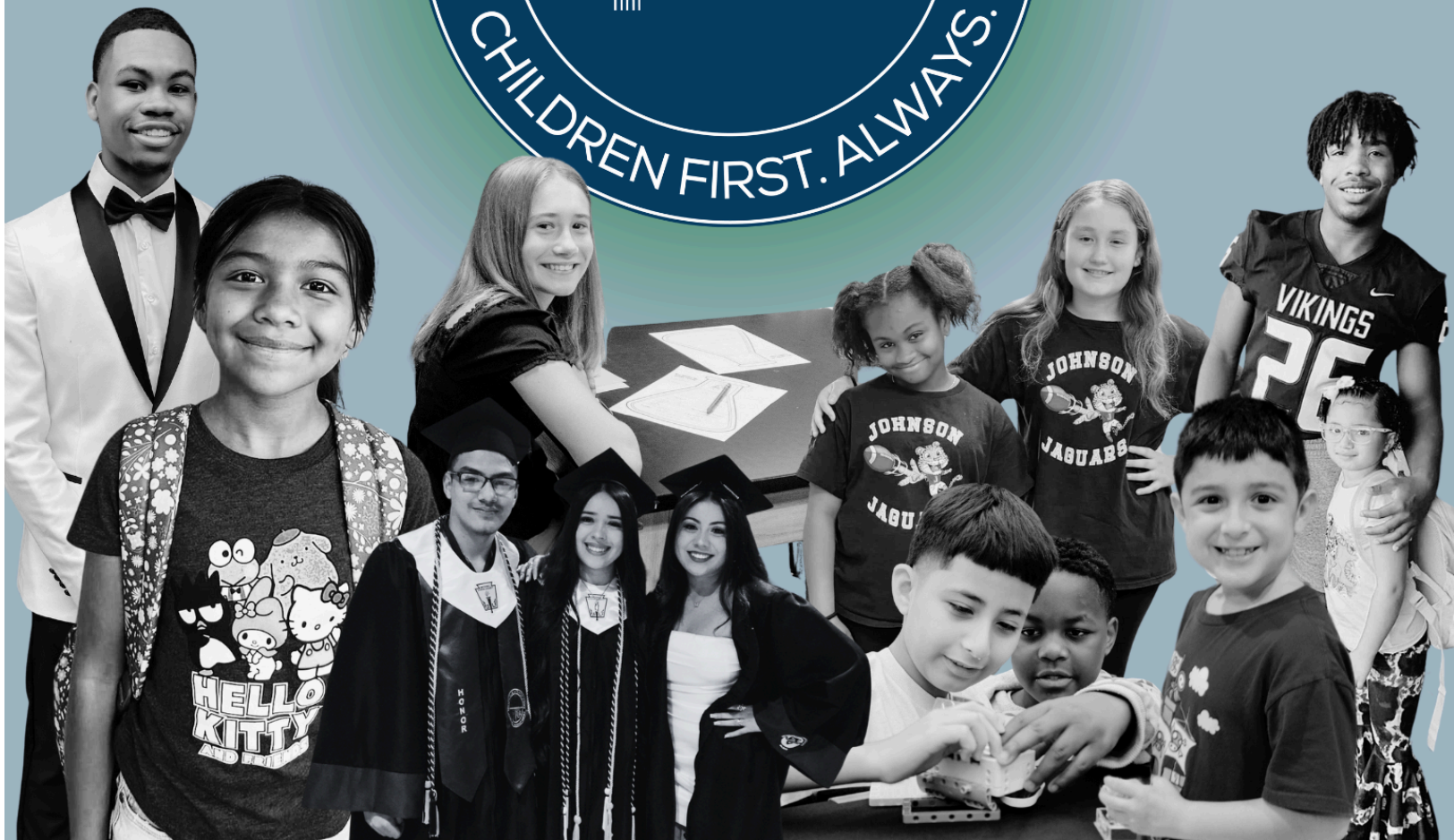


2024-2025

# BRYAN ISD

# STUDENT HANDBOOK





### **Accessibility**

If you have difficulty accessing the information in this document because of a disability, please contact Bryan ISD School Leadership at South Ennis Street, Bryan TX 77803, (979) 209-1075

*Bryan Independent School District does not discriminate on the basis of race, age, religion, color, gender, national origin, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with the Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act.*



August 13, 2024

Dear Bryan ISD students and families,

Welcome to the 2024-2025 school year! We look forward to a terrific school year. Bryan ISD is dedicated to providing a supportive, engaging, and safe environment. My hope is that everyone will take advantage of the many opportunities that we offer and will be involved in the many campus and district activities.

This handbook serves as a comprehensive guide to help you navigate the school year. You will find important information about our policies, procedures, expectations, and the many resources available to help you be successful. I encourage you to read it thoroughly and refer back to it as needed throughout the school year.

Families, we believe that a strong partnership between home and school is essential for student success. We value your involvement and encourage you to stay engaged with your child's education. I believe that when we work together, our Bryan ISD students will be prepared for futures beyond their imagination.

Students, embrace every opportunity to learn, grow, and explore your passions. In Bryan ISD, we offer programs that target a wide variety of interests and I'm confident that through a number of different pathways, you will find what interests you.

Let us work together to make this school year a great one. I look forward to celebrating your successes and again, I'm grateful that you are part of the Bryan ISD family.

Sincerely,

Ginger Carrabine

Bryan ISD Superintendent



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The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected – five from single-member districts and two from the community at large and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

**Dr. Julie Harlin, President**

979-229-2856

julie.harlin@bryanisd.org

**Felicia Benford, Vice President**

979-822-1326

979-204-5426

felicia.benford@bryanisd.org

**David Stasny, Secretary**

979-846-5739

david.stasny@bryanisd.org

**Joel Bryan, Member**

Joel.bryan@bryanisd.org

**Leo Gonzalez, Member**

Leo.gonzalez@bryanisd.org

**Mark McCall, Member**

979-255-5206

mark.mccall@bryanisd.org

**Ruthie Waller, Member**

979-255-4655

ruthie.waller@bryanisd.org

The board usually meets at regularly scheduled times on the third Monday of each month in the boardroom of the BISD Administration building. In the event that large attendance is anticipated, the board may meet at any suitable location. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and the BISD Administration building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

## District Staff Directory

**Superintendent**

**Director of Advanced Academics**

**Director of Fine Arts**



**Student Handbook**

Ginger Carrabine  
979-209-1002  
superintendent@bryanisd.org

**Associate Superintendent of Teaching & Learning**

Dr. Barbara Ybarra  
979-209-1077  
barbara.ybarra@bryanisd.org

**Assistant Superintendent of Business Services**

Kevin Beesaw  
979-209-1014  
kevin.beesaw@bryanisd.org

**Executive Director of Operations**

Ron Clary  
979-209-7126  
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**Executive Director of Technology Services**

Julea Johnson  
979-209-1171  
julea.johnson@bryanisd.org

**Executive Director of School Leadership**

Dr. Brian Merrell  
979-209-1052  
brian.merrell@bryanisd.org

**Executive Director of School Leadership**

Linda Montoya  
979-209-1075  
linda.montoya@bryanisd.org

**Executive Director of Special Programs**

Dr. Jennifer Warren  
979-209-1132  
Jennifer.warren@bryanisd.org

**Director of Accountability, Research, Evaluation, & Assessment**

Dr. Jill Morris  
979-209-1128  
jill.morris@bryanisd.org

Dr. Christina Richardson  
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**Director of Bilingual Education**

Dr. Georgeanna Adams-Molina  
979-209-1024  
georgeanna.molina@bryanisd.org

**Director of Career and Technical Education**

David Reynolds  
979-209-1475  
david.reynolds@bryanisd.org

**Director of Community Affairs**

Dr. Hugo Ibarra  
979-209-1043  
hugo.ibarra@bryanisd.org

**Director of Counseling Services**

Donna Willett  
979-209-1054  
donna.willett@bryanisd.org

**Director of Curriculum & Instruction**

Dr. Leslie Holtkamp  
979-209-1049  
leslie.holtkamp@bryanisd.org

**Director of Data Services**

Jennifer Lemons  
979-209-1101  
jennifer.lemons@bryanisd.org

**Director of Financial Services**

Stefanie Brumfield  
979-209-1041  
stefanie.brumfield@bryanisd.org

Patrick Corbett  
979-209-2650  
patrick.corbett@bryanisd.org

**Director of Human Resources**

Shay Scinski  
979-209-1087  
shay.schinski@bryanisd.org

**Director of School Nutrition & Operations**

Sandra Baxter  
979-209-7052  
sandra.baxter@bryanisd.org

**Director of Special Education**

Dr. Catherine George  
979-209-2780  
catherine.george@bryanisd.org

**Director of Student Health, Fitness & Athletics**

Dereck Rush  
979-209-7998  
dereck.rush@bryanisd.org

**Director of Talent Development**

Shannon McGehee  
979-209-1127  
shannon.mcgehee@bryanisd.org

**Director of Technical Support**

Rob Hayes  
979-209-1172  
rob.hayes@bryanisd.org

**Director of Transportation**

Lori Sears  
979-209-7130  
lori.sears@bryanisd.org

**Campus Directory**

**Travis B. Bryan High School**  
3450 Campus Drive, Bryan, TX 77802

979-209-2400 \* FAX 979-209-2402  
Lane Buban, Principal.....209-2441



**Student Handbook**

Attendance.....209-2404 Option 3  
Nurse.....209-2400 Option 2  
Registrar.....209-2590

**James Earl Rudder High School**

3251 Austin's Colony, Bryan, TX 77808  
979-209-7900 \* FAX 979-209-7901

Rachel Layton, Principal.....209-7905  
Attendance.....209-7975  
Nurse.....209-7950  
Registrar.....209-7903

**Bryan Collegiate High School**

1901 East Villa Maria Road, Bryan, TX 77802  
979-209-2790 \* FAX 979-209-2704

Tommy Roberts, Principal.....209-2790  
Attendance/Registrar..... 209-2791  
Nurse ..... 209-2711

**Career and Technical Education Complex**

6753 Mumford Road, Bryan, TX 77807  
979-209-1470

David Reynolds, Director of CTE .....209-1475

**Mary Catherine Harris**

1201 Ridgedale St, Bryan, TX 77803  
979-209-2812 \* FAX 979-209-2867

Dr. Karen Kaspar, Principal.....209-2811  
Attendance.....209-2812  
Nurse.....209-2804  
Registrar.....209-2817

**Discipline Alternative Education Program (DAEP)  
& Juvenile Justice Center (JJC)**

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

Dr. Karen Kaspar, Principal.....209-2811  
Attendance.....209-2700  
Nurse.....209-2804  
Registrar.....209-2701

**Arthur L. Davila Middle School**

2751 North Earl Rudder Freeway, Bryan, TX 77803  
979-209-7150 \* FAX 979-209-7151

Sara Rueda, Principal.....209-7155  
Attendance.....209-7150 Option 3  
Nurse.....209-7150 Option 2

**Stephen F. Austin Middle School**

800 South Coulter, Bryan, TX 77803  
979-209-6700 \* FAX 979-209-6741

Kimberly Giesenschlag, Principal .....209-6705  
Attendance.....209-6715 Option 2  
Nurse.....209-6703 Option 3

**Jane Long Intermediate School**

1106 North Harvey Mitchell Parkway, Bryan, TX 77803  
979-209-6500 \* FAX 979-209-6566

Dr. Desiree Caperton, Principal.....209-6505  
Attendance.....209-6500 Option 3  
Nurse.....209-6500 Option 2

**Sam Rayburn Intermediate School**

1048 North Earl Rudder Freeway, Bryan, TX 77802  
979-209-6600 \* FAX 979-209-6611

Becky Ryberg, Principal.....209-6602  
Attendance.....209-6600 Option 3  
Nurse.....209-6600 Option 2

**Sadberry Intermediate School**

3208 Wilkes Drive, Bryan, TX 77803  
979-209-2850 \* FAX 979-209-2852

Alfred Scott, Principal.....209-2853  
Attendance.....209-2848 Option 3  
Nurse.....209-2858 Option 2

**Bonham Elementary School**

3100 Wilkes Drive, Bryan, TX 77803  
979-209-1200 \* FAX 979-209-1218

Grades: Pre-K-4

Gloria Garcia-Rhodes, Principal.....209-1205

**Bowen Elementary School**

3870 Copperfield Drive, Bryan, TX 77802  
979-209-1300 \* FAX 209-1306

Grades: Pre-K-4

Kimberly Guess, Principal .....209-1301

**Branch Elementary School**

2040 W. Villa Maria Rd., Bryan, TX 77807  
979-209-2900 \* FAX 979-209-2910

Grades: Pre-K-4

Ashley Lopez, Principal.....209-2905

**Crockett Elementary School**

401 Elm Ave., Bryan, TX 77801  
979-209-2960 \* FAX 979-209-2965

Grades: Pre-K-4

Debi Ehrhardt, Principal.....209-2952



**Fannin Elementary School**

1200 Baker Ave., Bryan, TX 77803  
979-209-3800 \* FAX 979-209-3826  
Grades: Pre-K-4

Linda Taplette, Principal.....209-3802

**Henderson Elementary School**

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

Daniela Garza-Ramirez, Principal.....209-1557

**Sam Houston Elementary School**

4501 Canterbury Drive, Bryan, TX 77802  
979-209-1360 \* FAX 979-209-1364  
Grades: Pre-K-4

Mandy Wells, Principal.....209-1352

**Johnson Elementary School**

3800 Oak Hill Drive, Bryan, TX 77802  
979-209-1460 \* FAX 979-209-1462  
Grades: Pre-K-4

Amy Thomman, Principal .....209-1461

**Jones Elementary School**

1400 Pecan, Bryan, TX 77803  
979-209-3900 \* FAX 979-209-3912  
Grades: Pre-K-4

Dr. Alma Velez, Principal .....209-3905

**Kemp - Carver Elementary School**

750 Bruin Trace, Bryan, Texas 77803  
979-209-3760 \* 979-209-3764  
\* Pre- K – (979) 209-3702

Alison Boggan, Principal .....209-3755

**Mitchell Elementary School**

2500 Austin's Colony Parkway, Bryan, TX 77808  
979-209-1400 \* FAX 979-209-1420  
Grades: Pre-K-4

Shari Hedstrom, Principal.....209-1402

**Navarro Elementary School**

4619 Northwood Dr., Bryan, TX 77803  
979-209-1260 \* FAX 979-209-1270  
Grades: Pre-K-4

Kathy Riley, Principal.....209-1252

**Neal Elementary School**

801 W. Martin L. King, Bryan, TX 77803  
979-209-3860 \* FAX 979-209-3863  
Grades: Pre-K-4

Juanita Ontiberos, Principal.....209-3855

**Sul Ross Elementary School**

3300 Parkway Terrace, Bryan, TX 77802  
979-209-1500 \* FAX 979-209-1513  
Grades: Pre-K-4

Danielle Legg, Principal .....209-1505

**Introduction**

To Students and Parents:

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

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

- **Section One: Parental Rights** describes certain parental rights as specified in state or federal law.
- **Section Two: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

**Note:** Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the **Bryan ISD** Student Code of Conduct. To review the Code of Conduct, visit the district’s website at <https://www.bryanisd.org/page/student-handbook-code-of-conduct>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

A hard copy of either the Student Code of Conduct or the Student Handbook can be requested at *your child’s campus*.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at <https://bisd.link/BoardPolicies>.

The policy manual includes:



## Student Handbook

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact your child's campus principal.

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

- Acknowledgment Form or Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the **Release of Directory Information and Consent Required Before Student Participation** in a Federally Funded Survey for more information.]

## Accessibility

If you have difficulty accessing the information in this document because of a disability, please contact Bryan ISD School Leadership at S. Ennis Street, Bryan TX 77803, (979) 209-1075

## Section I: Parental Rights

This section of the Bryan ISD Student Parent 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.

***Note:** An evaluation may be legally required under special education rules or by the Texas Education Agency 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 School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

BISD uses SHAC approved curriculum for human sexuality instruction. Over the past years, Bryan Independent School District has purchased, developed, and presented wellness lessons to our students in their physical education classes. These lessons provided our students with the information needed to make healthy choices on issues that will affect their wellness today and in the future. The district has chosen to use the "Choosing The Best" teen sexuality curriculum which will be addressed in physical education classes. This abstinence-based teen sexuality program focuses on how meaningful friendships are identified, established, and maintained. In addition, students study human reproduction, learn about the skills needed to resist unwanted peer pressure, develop their decision-making skills, learn about the legal rights and responsibilities of becoming sexually active, and learn to make healthy choices in friends and relationships.

Since parents are the primary educators, we invite you to participate in our program by talking at home with your child and sharing with him/her your knowledge and values about these topics. We believe that the experience of participating in these lessons will be a pleasant and productive one for you and your child. We will also offer parents the ability to preview the material at the campus. Materials will be available at the Front Office of each campus. You can also preview the material online at [www.choosingthebest.com](http://www.choosingthebest.com). We will be using Choosing the Best Way for the 6th Grade, Choosing the Best Path for the 7th Grade and Choosing the Best Life for the 8th Grade.

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 their 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 Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]



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

- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases
- 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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

#### Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

#### **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, 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 will begin.

#### Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

BISD uses a SHAC-approved curriculum for instruction related to child abuse, family violence, dating violence, and sex trafficking. 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. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this 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 Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See Consent to Human Sexuality Instruction, Dating Violence and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

### **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 will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provides information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. At each campus the student's School Counselor would be the contact person for staff and will contact the student's parents.

The District mental health liaison can be reached at:

Donna Willett

Director of School Counseling

[donna.willett@bryanisd.org](mailto:donna.willett@bryanisd.org)

(979) 209-1054

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

[See **Mental Health Support (All Grade Levels)**]

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works



However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated with or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

### **Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14**

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](#). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

### **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 when the recording is to be used for:

- School Safety
- Classroom instruction or a co-curricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

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.

### **Opting Out of Advanced Mathematics in Grades 6-8**

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics coursework. The local measure will include the top 40% of MAP Middle of Year assessment.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

### **Prohibiting the Use of Corporal Punishment**

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district's policy manual.

### **Limiting Electronic Communications between Students and District Employees**

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about classwork, homework, and tests. A parent is welcome to access such a page.

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

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

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

#### Electronic Communications between Employees, Students, and Parents Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communication between all other employees and students who are enrolled in the district is prohibited. Employees are not required to provide students with their personal phone numbers or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgment by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulations; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply to the use of electronic media with students:

- *Electronic communications* are all forms of communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or social networking website.



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- *Communicate* means to convey information and includes one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee’s personal social network page or a blog) is not a *communication*; however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Communication*, above. Unsolicited contact from a student through electronic means is not communication.
- *Certified or licensed* employee means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specified exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
  - 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.
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable the administration and parents to access the employee’s professional page.
- The employee shall not communicate directly with any student between the hours of 10:00 p.m. and 6:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
  - in cases of extenuating circumstances, such as returning to campus during the prohibited communication time from an event, the employee may only group-text message students during these hours, or make a public post to a social network site, blog, or similar application, and
  - if the employee uses a text message (not a public post), the employee shall include his or her immediate supervisor as a recipient on each group-text message to the students so that the students and supervisor receive the same message, for each text message addressed to students, and
  - the employee may send a copy of the text message to the employee’s district e-mail address.



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- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
  - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
  - Copyright law [Policy CY]
  - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DHB]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
- An employee shall notify his or her supervisor in writing within one business day if a student engages in improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

### Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)



- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

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

However, the release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within 10 school days of your child’s first day of instruction for this school year. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the student forms packet (online or printed).

#### Directory Information for School-Sponsored Purposes

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

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

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

**Note:** Also see **Authorized Inspection and Use of Student Records**.

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

Unless a parent has advised the district not to release their student’s information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing



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.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education.**]

## **Participation in Third-Party Surveys**

### Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents with 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
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- 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 nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

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



- Instructional material used as part of the educational curriculum

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

## **Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction**

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

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

### **Reciting the Pledges to the U.S. and Texas Flags**

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence (All Grade Levels)** and policy EC(LEGAL) for more information.]

## Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

## Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

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, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

## Right of Access to Student Records, Instructional Materials, and District Records/Policies

### Parent Review of Instructional Materials

A parent has the 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, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

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 upon their request.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

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.

[For information about parental access to any online library catalog and library materials, see **Library (All Grade Levels)**.]

### **District Review of Instructional Materials**

A parent may request that the district conduct an instructional material review in math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact your campus principal.

### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

### **Student Records**

#### Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records



- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child’s classroom

### Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- 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
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students with certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records are restricted to an eligible student or a student’s parent unless the school receives 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 control of the records goes to the student as soon as the student meets at least one of the following criteria:



- Reaches the age of 18
- Is emancipated by a court
- Enroll in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without the written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interests may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific 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 person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- 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, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school 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 directory information-designated details. [See Objecting to the Release of Directory Information to prohibit this disclosure.]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person 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 submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact your child's campus principal or designee to request records. A list of schools, principal's name, and contact information can be found at the beginning of this document.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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 after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement 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 complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels)**, and Finality of Grades at Policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at [www.bryanisd.org](http://www.bryanisd.org).

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

**Please note:**



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

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

## **Teacher and Staff Professional Qualifications**

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

## **A Student with Exceptionalities or Special Circumstances**

### **Children of Military Families**

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact)

(<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements





The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

## Parental Role in Certain Classroom and School Assignments

### Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

### Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

As a parent, you may:

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

[See **Bullying (All Grade Levels)**, and policies FDB and FFI for more information.]

Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]

- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault



occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

- Contact the campus principal, or Executive Directors of School Leadership Dr. Brian Merrell or Linda Montoya (979) 209-1075 for information.

### **Student Use of a Service/Assistance Animal**

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

### **A Student in the Conservatorship of the State (Foster Care)**

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to 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).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine the transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one-half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

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 a diploma from the previous district if the student meets its graduation criteria.

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 applications for admission or financial aid
- Arrange for 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 examination fees by the Texas Department of Family and Protective Services (DFPS)

- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

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

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)**]

### **A Student Who Is Homeless**

A parent is encouraged to inform the district if their 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- 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
- Awarding partial credit when a student passes only one-half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied with the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

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

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)**.]

### **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**

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

If a student is experiencing learning difficulties, their parent may contact the individuals 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 whether 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 to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [Notice of Procedural Safeguards](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

**Dyslexia:** Dyslexia is a learning disability that affects reading, spelling, and writing skills. It is characterized by difficulties with accurate word recognition, decoding, and spelling despite normal intelligence and adequate instruction. Related disorders may include challenges with language processing, memory, and phonological awareness.

The evaluation process involves screening and assessment to identify signs of dyslexia. This includes a review of academic performance, cognitive abilities, and language skills. The goal is to determine whether a student has dyslexia and to develop an appropriate intervention plan.

Instructional strategies for students with dyslexia focus on explicit, systematic, and multisensory approaches. This may include phonics-based instruction, repeated practice, and the use of visual and auditory aids. The aim is to improve reading fluency, comprehension, and writing skills.

Key personnel involved in supporting students with dyslexia typically include specially trained educators, reading specialists, and special education staff. Their qualifications and contact information should be readily available to parents for consultation and support.

Accommodations may include extended time for tests, use of assistive technology, and alternative formats for assignments. Modifications might involve adjusting the curriculum to meet the student's individual needs, ensuring they can access and engage with the material effectively.

The special education process begins with a referral and evaluation to determine eligibility for services. If a student qualifies, an Individualized Education Program (IEP) is developed, outlining specific goals, accommodations, and services. The process includes regular reviews and updates to ensure the student's needs are being met.



Parents can request a copy of the dyslexia handbook from their child's school or access an electronic version online. The handbook provides detailed information on dyslexia, including strategies, resources, and support services available to students and families.

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

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

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

Additional information about special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)).

### Contact Person for Special Education Referrals

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

Dr. Catherine George  
Director of Special Education  
catherine.george@bryanisd.org  
(979) 209-2780

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Dr. Catherine George  
Director of Special Education  
catherine.george@bryanisd.org  
(979) 209-2780

### Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and support under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

#### 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:

Kristen Beesaw  
Assistant Director of Interventions and Section 504  
kristen.beesaw@bryanisd.org  
(979) 209-1037

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

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

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partner Resource Network](#)
- [SPEDTEX: Special Education Information Center](#)
- [Texas First Project](#)
- [TEA Special Education Parent and Family Resources](#)



## Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

## Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities who have unique communication needs.

## **A Student Who Receives Special Education Services with Other School-Aged Children in the Home**

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

## **A Student Who Speaks a Primary Language Other than English**

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these 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.



The designated person to contact regarding options for a child with limited English is:

Dr. Georgeanna Adams-Molina  
Director of Bilingual Education  
[georgeanna.molina@bryanisd.org](mailto:georgeanna.molina@bryanisd.org)  
(979) 209-1024

[See **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**.]

## Section II: Other Important Information for Parents & Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick reference guide. Where applicable, the topics are further organized by grade level.



Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your campus principal.

## **Absences/Attendance**

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

### **Compulsory Attendance**

State law requires that a student between the ages of 6 and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

State law requires attendance in an accelerated reading instruction program when kindergarten, first-grade, or second-grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument. A student may be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer if the student does not meet the passing standards on the state assessment for the grade level and applicable subject area.

### Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to the student obtaining United States citizenship;
- Taking part in the student's own US naturalization oath ceremony, including traveling for that purpose;
- Service as an Early Voting Clerk;
- Is in grades six through 12 and misses school for the purpose of playing "Taps" at a military honors funeral held in Texas for a deceased veteran;



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- Participating in an activity approved by the local school board and is under the direction of a professional staff member, an adjunct staff member, or a paraprofessional staff member of the district.
- Documented healthcare appointments, including absences for recognized services for students diagnosed with autism spectrum disorders and other students served under SPED and 504. A note from the healthcare provider must be submitted upon the student's return to campus; and
- Absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible;
- For students in the conservatorship (custody) of the state, an activity is required under a court-ordered service plan; or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- As listed in Section I at Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 13 for that section.
- Is 17 years of age or older and pursuing enlistment in a branch of the US uniformed services or Texas Army National Guard;
- Misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit;
- College visit / Career Investigation Day for junior and senior students.

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

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

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

### Failure to Comply with Compulsory Attendance

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



### ***Age 19 and Older***

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

### ***Between Ages 6 and 18 (Pre-K upon enrollment in school)***

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor student attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

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

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

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

[See policy FEA (LEGAL).]

### **Attendance for Credit**

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

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

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

[See policy FEC.]



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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM (LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

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

### **Official Attendance-Taking Time**

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

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

When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent that describes the reason for the absence within 5 school days. A note submitted after 5 days is



subject to principal approval. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

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

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

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

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

### **Driver License Attendance Verification**

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

## **Academic Programs**

### **Advanced Placement Program (AP)**

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

## Advanced Placement Capstone Diploma Program

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

## Bryan Collegiate High School

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

## Dual Credit Enrollment

Students at Bryan High School and Rudder High School may obtain college credit and high school credit simultaneously under an agreement between Blinn College and Bryan ISD. Blinn faculty teaches the courses on a Bryan ISD high school campus and a student may also attend at the Blinn Campus in Bryan. In order to enroll in a dual credit course, students must pass the Texas Success Initiative Assessment (unless exempted) and pay the required tuition to Blinn College before the course begins. For additional information contact an academic counselor at any of the high schools.

## Dual Language Programs

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

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

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

## Transitional Early Exit Bilingual Program Model

An early exit model is one in which Emergent Bilinguals (EB) receive bilingual instruction for one to three years. In the model, EBs build initial literacy in basic academic content in their first language. During instruction, teachers use the English Language Proficiency Standards (ELPS) to develop English oral and academic language. Transition to instruction in English is accomplished rapidly, usually by the end of second grade. Exit from the program occurs between two and five years after enrollment. The transitional early exit

bilingual program is located at the following elementary campuses: Bonham, Branch, Crockett, Fannin, Henderson, Jones, Kemp-Carver, Navarro, and Neal. At the Intermediate level, the transitional early exit bilingual program is located at Jane Long and Sadberry Intermediate Schools.

## **Gifted and Talented Identification and Criteria**

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

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

## **Aspire Academy**

Aspire Academy exists to meet the needs of gifted and high-achieving students by providing a rigorous interdisciplinary curriculum that develops students into ethical, innovative, responsible, civic-minded leaders who contribute positively to their local and global communities. Aspire is currently only available in 5th - 6th grade at Long, Rayburn, & Sadberry.

## **Explore Academy**

Explore Academy is an academy for highly gifted 1<sup>st</sup> – 4<sup>th</sup> graders. Students are served in self-contained classrooms. Students are invited to apply in the spring of Kindergarten. Explore is committed to serving the unique needs of highly gifted students by providing a culture where learners engage in rigorous and meaningful learning experiences that empower them to take risks, pursue passions, and make a positive impact on the world.

## **Inquire Academy**

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

## **International Baccalaureate**

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



## **New Arrival Center (NAC)**

Newcomer programs are a fundamental and effective educational tool used by Texas schools in furthering the integration of immigrant students into content classroom environments. BISD offers a New Arrival Center (NAC) at Jones Elementary School, Jane Long Intermediate School, Davila Middle School, and Bryan High School, to provide additional academic support to the students while acquiring English as a second language. The NAC is an intense English language acquisition program that schedules students into three block periods. The students learn grammar, spelling, reading, speaking, and writing while they are taught English Language Arts. Throughout the entire year, students continue to increase English language acquisition by attending content classes. The program is offered to students who have arrived from another country have been in the United States for less than one year and need English language acquisition.

## **Odyssey Academy**

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

## **Off-Campus Physical Education**

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

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

High School Students will receive a numerical grade at the end of each six weeks from the OCPF Site which must be submitted to the student’s campus registrar. Grades from the OCPF Site will be used only to determine pass/fail. Numerical grades will not appear on the student’s report card. Upon the conclusion of



each semester, a mark of Pass or Fail will be awarded. If passing, the student will be granted  $\frac{1}{2}$  credit per semester. Grades awarded by the OCPF site do not affect the student's GPA or class rank. Grades will not show up on Middle School report cards.

## Accountability under State and Federal Law

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes 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

Accountability information can be found on the district's website at

<https://www.bryanisd.org/page/federal-requirements-essa>. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

## After School Care

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

Please visit the website to register online. Fees are payable online or via bank/credit card draft or money order. Further information about the program is available at:

AlphaBEST Education Office  
1920 N. Early Rudder Freeway  
(979) 209-7086 or (979) 209-7085  
[www.alphabest.org](http://www.alphabest.org)



## Armed Services Vocational Aptitude Battery Test (Grades 10-12)

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.

Check with your campus to find out when the test will be administered.

Contact the principal for information about this opportunity.

## Awards And Honors

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

## Bad Weather

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

## Birthday & Classroom Celebrations

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

Parents, guardians, and students are encouraged to be mindful of food allergies (e.g. peanut, tree-nut, soy, gluten, etc.) when providing snacks for birthday treats and classroom celebrations. Always check with your child's classroom teacher to confirm the presence of any food allergies in your child's classroom. It is required that classroom party foods and beverages be commercially purchased rather than homemade. Commercial products are manufactured in facilities that must maintain rigorous health department standards in order to ensure safe and sanitary manufacturing practices. Food and nutrition labels on commercial products allow students with restrictive diets (calorie-controlled, food allergies, etc.) to be informed about the foods they are consuming.

[Also see **Food Allergies**]

## Bullying

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law 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:



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- 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
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

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
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur



- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact your campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by using the "**B-Safe**" app found at <https://bisd.link/BSafe>.

The administration will investigate any allegations of bullying and 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.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may 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 to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels)**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

## **Career And Technical Education (CTE) Programs**

The district offers Career and Technical Education programs in Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio Visual Technology and Communications; Business, Marketing, & Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law & Public Services; Manufacturing; Engineering; and Transportation, Distribution, & Logistics pathways.

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

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



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

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

## **Cheating**

Cheating shall be defined as giving or receiving unauthorized information or support on any assessment or assignment; possession of any unauthorized material during an assessment; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is assigned to be completed individually; unauthorized possession of assignment or assessment questions and/or answer sheets; completing an assignment or assessment, on behalf of another student; submitting duplicate work; having someone else complete an assignment or assessment, test, or quiz on behalf of the student, or accessing a teacher edition.

Plagiarism, the use of another's ideas or products as one's own, shall also be defined as cheating. Treating AI-generated content as your own is considered a form of plagiarism. Plagiarism is any failure to give credit for information found and used. It may involve word-for-word copying, paraphrasing, the use of artificial intelligence, or simply using information without citation. The penalty for cheating will be a zero for the work involved and the student will be subject to other appropriate disciplinary action as prescribed by the Bryan ISD Student Code of Conduct and Board policy.

## **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at <https://www.bryanisd.org/page/improvement-plan>. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

### **Duty to Report**

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

### **Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

#### ***Physical abuse***

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain



- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

### **Sexual Abuse**

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.]

### **Emotional Abuse**

- Possible warning signs of emotional abuse include:
- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

### **Neglect**

Possible warning signs of neglect include:

Obvious malnourishment

- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

### **Description and Warning Signs of Trafficking**

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 contact 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
- 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
- Owing 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 their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

## **Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) ([http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) ([www.txabusehotline.org](http://www.txabusehotline.org)).

## **Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children**

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)





- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)
- [Office of the Texas Governor's Child Sex Trafficking Team \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)
- [Human Trafficking of School-aged Children \(https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children\)](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault \(https://taasa.org/product/child-sexual-abuse-parental-guide/\)](https://taasa.org/product/child-sexual-abuse-parental-guide/)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

## Classroom Interruptions

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

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

## Class Rank / Highest Ranking Student [EIC Local]

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

A weighted grade point average (GPA) and an unweighted grade average shall be calculated for all students using courses taken and awarded state graduation credit. An unweighted grade average shall be calculated on a 100-point scale and shall include all courses taken for high school credit that receive a numerical grade, excluding distance learning and credit by examination, with or without prior instruction. Rank in class shall be based on a student's weighted GPA, calculated as described below.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, including courses taken more than once, unless detailed in the exclusions below, but only in the following subject areas: English, mathematics, science, social studies, languages other than English, and any Advanced Placement (AP) or International Baccalaureate (IB) course. The District shall also include in the calculation of class rank semester grades earned in the Practicum in Science, Technology, Engineering, and Mathematics and Practicum in Manufacturing.

Beginning with the graduating class of 2026, the District shall include semester grades earned in high school credit courses taken at any grade level, unless excluded below, but only in the following subject areas: English, mathematics, science, social studies, languages other than English, and any Advanced Placement (AP), International Baccalaureate (IB), or Advanced course, regardless of subject.

The calculation shall include failing grades, with the following conditions:

- Any eligible course retaken to improve the grade shall be awarded the higher of the two grades but both grades shall be included in the student's class rank calculation.
- A dual credit grade of 60–69 is equivalent to a D and credit is honored in accordance with the District's agreement with the awarding institution.

The calculation of weighted GPA and class rank shall exclude grades for eligible courses earned through distance learning or credit by examination, with or without prior instruction.

The District shall categorize and weight eligible courses as Dual Credit, AP/IB, Advanced, and On-Level in accordance with the provisions of this policy and as designated in appropriate District publications.

- Dual Credit -Designated dual credit courses shall be categorized and weighted as Dual Credit courses.
- AP/IB-All Advanced Placement (AP) courses and designated International Baccalaureate (IB) courses shall be categorized and weighted as AP/IB courses
- Advanced Courses-Eligible Pre-AP, Bryan High School Pre-IB, and Advanced courses shall be categorized and weighted as Advanced courses.
- On-level courses-All other eligible courses shall be categorized and weighted as On-Level courses.

Weighted Grade Point Average - The District shall convert semester grades earned in eligible courses to grade points in accordance with the grade conversion table and shall calculate a weighted GPA. The table is located in Bryan ISD Board Policy EIC (Local)

Transfer Students - GPAs for transfer students shall be determined by the following:

- Course weighting shall be determined by considering equivalent courses taught at the District high schools or equivalent courses recognized by TEA.



- Grades considered for class rank must be earned from a state-accredited high school.

If a student transfers from a nonaccredited school, only grades earned at the District high schools shall be used for determining the weighted GPA and class rank.

Commencement - For the purpose of determining honors to be conferred during commencement activities, the District shall calculate class rank using grades available at the time of calculation at the end of the fall semester of the senior year.

The following shall apply:

1. Honor graduates shall be recognized at commencement.
2. Following the fall semester calculation of the senior year, the senior with the highest-grade point average shall give the commencement address and be recognized as the valedictorian.
3. To qualify as an honor graduate, an early graduate must declare in writing prior to the start of his or her final year the intention of graduating early, must have earned enough credits to reach senior status, and must be classified as a senior prior to the start of the fall semester.

Students may be periodically ranked according to their GPA during their high school years. These ranks, however, shall be considered unofficial since class rank may change after each grading period. The official transcript of record, which includes rank in class, and GPA shall be entered at the end of the sixth six weeks of the senior year.

Valedictorian/Salutatorian - For the purpose of commencement exercises, the valedictorian and salutatorian shall be the eligible students with the highest and second highest grade point average respectively, as of the end of the fall semester calculation of the senior year. To be eligible for such recognition, a student must have been enrolled in the same District high school for the four semesters preceding graduation.

In order to recognize only one student as valedictorian and one student as salutatorian, the District shall calculate weighted GPAs to a sufficient number of decimal places so that no ties exist among eligible students.

Honor Graduates - The District shall recognize as honor graduates each student who has a weighted GPA of 3.5 or higher and who graduates the foundation program with the distinguished level of achievement.

Honor Graduate Classifications are as follows:

1. The District shall recognize a student whose weighted GPA is in the top two percent as summa cum laude.
2. The District shall recognize a student whose weighted GPA is in the next three percent as magna cum laude.
3. The District shall recognize a student whose weighted GPA is in the next five percent as cum laude.
4. The District shall recognize a student whose weighted GPA is 3.5 or higher as an honor graduate.

Highest-Ranking Graduate - The student meeting the local eligibility criteria as the highest-ranking student after the final grading period and who has been continuously enrolled at the same District high school for the four semesters preceding graduation shall be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[For further information, see policy EIC.]

## Class Schedules

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

[See **Schedule Changes (Middle/Junior High and High School Grade Levels)**] for information related to student requests to revise their course schedule.]

## College And University Admissions and Financial Aid

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks or earns at least 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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 their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

- As required by law, the district will provide written notice about the following:
  - 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, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program

- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

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

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

[See **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.]

[See **A Student in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

## College Credit Courses (Secondary Grade Levels Only)

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

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

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See your high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Fees (All Grade Levels)** for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.



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

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.

## **Communications**

### **Parent Contact Information**

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 the child's campus.

### **Automated Emergency Communications**

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. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.]

### **Automated Nonemergency Communications**

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety (All Grade Levels)** for information about contact with parents during an emergency.]

## **Translation Policy**

### Purpose

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

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

### Identification

The home language survey is used by Bryan ISD to identify languages spoken by families in order to determine both students' and parents' language needs. The home language survey is collected when a student first enrolls in a Texas school, and it is provided in the two languages most often used between parents and children in the district, English and Spanish.

### Interpretation and Translation

Interpretation and translation services listed below are available as needed and requested for school-related purposes for all district staff, students, and parents of enrolled students free of cost.

- Oral interpretation is provided for families whose primary language is a non-written language, whenever feasible, in order to provide language-accessible information.
- The oral translation is provided for families who speak languages other than English at parent meetings and parent and family engagement activities using equipment for simultaneous interpretation.
- Written translation is provided of vital school documents in Spanish. Written translation can be provided for other languages, as needed and requested, to the extent practicable. Vital school documents include but are not limited to, the campus improvement plan, parent and family engagement policy, home-school compact, "Parent's Right to Know," and student progress/achievement information.
- Online translation is available on the district website via a Google Translate tool which instantly translates websites to over 100 languages.

### Procedures for Requesting Services

Parents who speak a language other than English may request translation and interpretation services for school-related communications in any of the following ways:

- Ask at the school or district office.
- Ask an administrator.
- Ask a teacher
- Call (979) 209-1031 during regular district business hours.
- Email a request to [bisd\\_translator@bryanisd.org](mailto:bisd_translator@bryanisd.org).

## Complaints And Concerns

Students and parents are encouraged to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at <https://bisd.link/BoardPolicies>. The complaint forms can be accessed online at <https://www.bryanisd.org/page/grievance-process> at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

## Conduct

### Applicability of School Rules

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

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

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

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





## Campus Behavior Coordinators

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

Campus	Behavior Coordinator	Campus	Behavior Coordinator
Bonham Elementary 3100 Wilkes Drive Bryan, TX 77803	Gloria Garcia-Rhodes	Long Intermediate 1106 N Harvey Mitchell Pkwy Bryan, TX 77803	Dr. Desiree Caperton
Bowen Elementary 3870 Copperfield Drive Bryan, TX 77802	Kimberly Guess	MC Harris & DAEP 1201 Ridgedale St Bryan, TX 77803	Dr. Karen Kasper
Branch Elementary 2040 W. Villa Maria Rd. Bryan, TX 77807	Ashley Lopez	Mitchell Elementary 2500 Austin's Colony Pkwy Bryan, TX 77808	Shari Hedstrom
Bryan Collegiate HS 1901 East Villa Maria Road Bryan, TX 77802	Tommy Roberts	Navarro Elementary 4619 Northwood Dr. Bryan, TX 77803	Kathy Riley
Crockett Elementary 401 Elm Ave. Bryan, TX 77801	Debi Ehrhardt	Neal Elementary 801 W. Martin L. King Bryan, TX 77803	Juanita Ontiberos
Fannin Elementary 1200 Baker Ave. Bryan, TX 77803	Linda Taplette	Rayburn Intermediate 1048 N Earl Rudder Frwy, Bryan, TX 77802	Rebecca Ryberg
Davila Middle School 2751 North Earl Rudder Freeway Bryan, TX 77803	Sara Rueda	Ross Elementary 3300 Parkway Terrace Bryan, TX 77802	Danielle Legg
Henderson Elementary 801 Matous St.	Daniella Garza-Ramirez	Rudder HS 3251 Austin's Colony	Rachel Layton



Bryan, TX 77802		Bryan, TX 77808	
Houston Elementary 4501 Canterbury Drive Bryan, TX 77802	Mandy Wells	Sadberry Intermediate 3208 Wilkes Drive Bryan, TX 77803	Alfred Scott
Johnson Elementary 3800 Oak Hill Drive Bryan, TX 77802	Amy Thomman	Stephen F Austin Middle 800 South Coulter Bryan, TX 77803	Kimberly Giesenschlag
Jones Elementary 1400 Pecan Bryan, TX 77803	Dr. Alma Velez	Travis Bryan HS 3450 Campus Drive Bryan, TX 77802	Lane Buban
Kemp/Carver Elementary 750 Bruin Trace Bryan, Texas 77803	Alison Boggan		

### **Deliveries (Including Lunch Delivery)**

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

***Due to safety and security precautions, Bryan ISD schools do not accept food deliveries for students from any third-party delivery service.***

Families are still invited to join students for lunch and/or drop off food.

### **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 or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.



## Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

## Counseling

### Academic Counseling

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

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

### Personal Counseling

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

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

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

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

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

### **Course Credit**

[See the Bryan ISD Grading Guidelines posted at [www.bryanisd.org](http://www.bryanisd.org) for specific information regarding course credit for students in grades 9-12.]

### **Credit By Exam - If A Student Has Taken The Course**

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

If the student has had prior instruction in the course and is taking the CBE for credit recovery in accordance with local policy, the student is still obligated to satisfy the STAAR EOC requirements for graduation.

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

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

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

### **Credit by Examination for Advancement - If A Student Has Not Taken The Course**

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

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



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

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

## **Dating Violence, Discrimination, Harassment, And Retaliation**

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

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

[See policy FFH.]

### **Dating Violence**

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

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, 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 past or current dating partner
- Attempts to isolate the student from friends and family



- Stalking
- 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 the 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](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)  
(<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)  
(<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

## **Discrimination**

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

## **Harassment**

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Two types of prohibited harassment are described below.



## Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- 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
- Other kinds of aggressive conduct such as theft or damage to property

## Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact your campus counselor for pregnancy-related accommodations.

## Retaliation

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

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

## Reporting Procedures

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

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

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

## Investigation of Report

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

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

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

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

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

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

## Discrimination

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

## Dismissal From School

Students who walk to school should leave the school grounds as soon as they are dismissed for the day. All students must be picked up no later than 15 minutes after school is dismissed. Parents are asked to follow the



established campus procedures for student dismissal. Secondary school students are not to loiter on the campus. There will be no supervision of students after that time. For more information, contact the campus principal.

## **Distance Learning**

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

### **Texas Virtual School Network (TxVSN)**

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

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

In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. The implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

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

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

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

## **Distribution of Literature, Published Materials, or Other Documents**

### **School Materials**

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

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

## Non-school Materials

### *From students*

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

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

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

### *From others*

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Director of Communications for prior review. The Director of Communications will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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



## Dress And Grooming

The district’s dress code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards, and is determined and enforced by the campus principal. Students in grades 5-12 are required to wear their school-issued identification badge, including temporary IDs, with a lanyard around their neck, above the waist in front of the body during the instructional day. A fee of \$3.00 will be charged to the student for the replacement of a lost or damaged/defaced ID badge. If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student can be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following:

ITEM	ACCEPTABLE DRESS	SPECIAL COMMENTS AND INTERPRETATIONS
Shirts, Blouses	Shirts/blouses must be: Shirts; the length of an untucked shirt must be no longer than the tip of the longest finger with the student’s hand fully extended down the side of the student’s leg.	Students are prohibited from wearing shirts/blouses that: <ul style="list-style-type: none"> <li>• Reveal undergarments.</li> <li>• Advertise alcohol, drugs, tobacco, the occult, or gangs.</li> <li>• Have low-cut necklines</li> <li>• Are see-through apparel or clothing with holes</li> <li>• Have tube tops, halter tops, spaghetti straps, half shirts, muscle shirts, crop tops, or any shirt, that exposes the midriff. Any shirt/blouse that does not come to the waistband or exposes the midriff while standing, walking, or sitting must be worn with an undershirt that tucks in.</li> <li>• Are excessively tight.</li> </ul>
Pants, Slacks	Acceptable pants/slacks must be appropriately sized and worn at the waist and cover all undergarments.	The following are not acceptable: <ul style="list-style-type: none"> <li>• excessively long, large, or sag below the top of the hip line or allow undergarments to show</li> <li>• Skin showing above the mid-thigh</li> <li>• oversized, baggy, or excessively tight</li> <li>• Fitted/tight one-piece bodysuits</li> </ul>
Shorts	Acceptable length must be mid-thigh or longer	The following are not acceptable: <ul style="list-style-type: none"> <li>• Short shorts</li> <li>• Shorts with holes or tears above mid-thigh</li> <li>• Excessively tight shorts including bicycle shorts</li> </ul>
Dresses, Skorts, Skirts	Acceptable length must be mid-thigh or longer.	The following are not acceptable: <ul style="list-style-type: none"> <li>• Short dresses, skorts, and skirts</li> <li>• Clothing with holes or tears above mid-thigh where skin is exposed</li> <li>• Dresses that are low cut in front/back</li> <li>• Excessively tight dresses, skorts, and skirts</li> </ul>
Shoes	Shoes shall be worn at all times. Shoes should be appropriate for identified curricular and co-curricular activities.	The following are not acceptable: <ul style="list-style-type: none"> <li>• House shoes, slippers, shoes with wheels</li> <li>• Shoes without backs in grades K-6 (PE only)</li> </ul>



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Hair, Facial Hair	Hair/facial hair shall be well groomed and worn in a manner and style that is not distracting to the learning environment	Hair shall not be: <ul style="list-style-type: none"> <li>• Distracting to the learning environment</li> <li>• Students shall not have curlers or pin curls in their hair</li> <li>• Worn to cover facial features, including the eyes</li> </ul>
Jewelry	Earrings, piercings, hair jewelry, watches, bracelets, rings, and necklaces that are not a safety hazard or substantial disruption to the learning environment may be worn.	The following are not acceptable: <ul style="list-style-type: none"> <li>• Jewelry that may be identified as gang-related</li> <li>• Chains, pocket chains, or chains attached to wallets, footwear, pants, or backpacks</li> <li>• Smartwatches during a testing environment</li> </ul>
General	If a student wears tight-fitting pants, he or she must also wear clothing over them that meets the mid-thigh requirement for length.  For unique special events, the campus administration may establish event-specific dress code requirements.	The following are not acceptable: <ul style="list-style-type: none"> <li>• Any clothing that is gang-related, promotes violence, or violation of school rules, or is lewd, offensive, vulgar, contains obscene language, sexually explicit language or images, or that materially or substantially disrupts the learning environment</li> <li>• Tattoos that are offensive, gang-related, or substantially disruptive shall be covered</li> <li>• Extremely tight-fitting clothes, such as spandex, bicycle shorts, and Leggings, (jeggings) as the primary garment.</li> <li>• Hoods as a head covering inside the educational setting as defined by the principal and, due to safety reasons, hoods can never cover facial features</li> <li>• Clothing that is worn in any other way than the way it was designed to be worn</li> <li>• Inappropriate Pajamas or loungewear</li> <li>• Hats, bandanas, stocking caps, caps, bonnets, visors, inappropriate headbands, metal picks, non-prescription sunglasses, and other headwear may not be worn inside the educational setting as defined by the principal and, due to safety reasons, can never cover facial features. Certain headwear is only allowed for medical reasons or as a legitimate expression of a student's religious practice and faith and must be approved by the principal.</li> <li>• Blankets should not be worn inside the building.</li> </ul>

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

**Dress for Extracurricular Activities**

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

**Online Academic Resources**

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

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact:

Julea Johnson  
Executive Director of Technology Services  
[julea.johnson@bryanisd.org](mailto:julea.johnson@bryanisd.org)  
979-209-1170

## Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

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

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

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

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

## Possession and Use of Other Personal Electronic Devices

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

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

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

## Instructional Use of Personal Telecommunications and Other Electronic Devices

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

## Acceptable Use of District Technology Resources

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

## Unacceptable and Inappropriate Use of Technology Resources

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

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

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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

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

## End-Of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing**.]

## Emergent Bilingual Students

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. 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.

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 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 emergent bilingual 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 emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student 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.

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

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

## **Extracurricular Activities, Clubs, And Organizations**

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions 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 inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual](https://www.uil texas.org/athletics/manuals) (<https://www.uil texas.org/athletics/manuals>) online.

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

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

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

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

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

An ineligible student may practice or rehearse.

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

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

## **Standards of Behavior**

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

## **Fees**

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

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





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

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

## Fundraising

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

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

## Gang-Free Zones

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

## Grade-Level Classification

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

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

## Grading Guidelines

Grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher and posted on the district website. These guidelines have been reviewed by the grading guideline committee including teachers, principals, district-level administrators, and community members. These guidelines establish:



- the minimum number of assignments, projects, and assessments required for each grading period
- how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.).
- Circumstances in which a student will be allowed to redo an assignment or retake an assessment for which the student originally made a failing grade.
- Procedures for a student to follow after an absence are addressed as well.
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

Also, see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines. The BISD Grading Guidelines are posted on the district's website at [www.bryanisd.org](http://www.bryanisd.org).

## Graduation

### Requirements for a Diploma

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

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

### 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
- U.S. History

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment once the EOC assessment has been attempted, 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 the participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

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

## **Foundation Graduation Program**

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

***Personal graduation plans*** will be completed for each high school student.

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

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

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

## Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program With an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	4	4
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	.5 credit in Speech .5 credit in Health	.5 credit in Speech .5 credit in Health
Electives	3	5



Miscellaneous		Available Endorsements**** <ul style="list-style-type: none"> <li>● Science, Technology, Engineering, and Mathematics</li> <li>● Business and Industry</li> <li>● Public Services</li> <li>● Arts and Humanities</li> <li>● Multidisciplinary Studies</li> </ul>
<b>TOTAL</b>	22 credits	26 credits

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

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

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

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

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

- Science, technology, engineering, and mathematics (STEM)
- Business and industry,
- Public service,
- Arts and humanities, or
- Multidisciplinary studies

### **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).

Students will receive an overview during the school day regarding the requirements of completing the FAFSA/TASFA to reach graduation, along with the process to get started. Additionally, sessions to assist with completion will be held throughout the school year, utilizing student holidays, after school, and Saturdays.

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
- 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 one of the following:

- 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)
- A copy of a financial aid award letter from an IHE

## **Personal Graduation Plans**

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 is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures) (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

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

## Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll 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.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives.

## Certificates of Coursework Completion

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

## Students with Disabilities

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.

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

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

[See policy FMH (LEGAL).]

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

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

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

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

## **Graduation Activities**

The graduation ceremony is the only school-sponsored activity.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

## **Graduation Speakers**

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

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

## **Graduation Expenses**

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

## **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 TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward 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 Scholarship Program.

Contact the counselor or visit the Campus Go Center for information about other scholarships and grants available to students.

## **Harassment**

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

## **Hazing**

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





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

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

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

## Health — Physical and Mental

If your student has symptoms of illness at home:

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

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

- if the student has a temperature of 100.0 degrees or more,
- is suspected of having an illness or infection that can spread from person to person,
- has a skin boil or abscess that has not been treated by a physician,
- is vomiting or has diarrhea,
- has a severe stomachache, headache or earache, or
- Is unable to remain in class due to an injury or illness.



- Students must be symptom-free 24 hours before returning to school (fever, vomiting, diarrhea).

The district is 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.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

## **Immunization**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) (<https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions>) online or by writing to this address:

Texas Department of State Health Services  
Immunization Section, Mail Code 1946  
P.O. Box 149347  
Austin, Texas 78714-9347

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 immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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



For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis (All Grade Levels)**.

[See the DSHS's [School and Childcare Vaccine Requirements \(https://www.dshs.texas.gov/immunizations/school\)](https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

## **Lice**

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

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

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.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home \(https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school\)](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website [About Head Lice \(https://www.cdc.gov/lice/about/head-lice.html\)](https://www.cdc.gov/lice/about/head-lice.html).

[See policy FFAA for more information.]

## **Medicine At School**

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

- There is a written note from the parent/guardian of the child, requesting the time and amount of medicine to be given. Verbal consent is not accepted.
- The medicine is in the original container and properly labeled.
- The medicine is brought to the school clinic staff by the parent/guardian. School staff will not administer medications brought by students.



- Students are allowed to possess and use over-the-counter, topical sunscreen while on school property or at school-related events or activities

For the safety of ALL students:

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

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

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

### **Asthma Inhalers and Severe Allergic Reactions**

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



- The student has written permission from a parent/guardian and a physician or licensed health care provider.
- The student and parents have discussed this with the school nurse or principal.
- The student must also demonstrate to their healthcare provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.
- The physician's statement must be kept in the school clinic.
- The physician's statement is updated or revised within one year.
- Students who do not use their asthma medication for their own use and/or allow other students access to their medication will be subject to disciplinary action as specified in the Bryan ISD Student Code of Conduct.

### **Unassigned Epinephrine Auto-Injectors**

In accordance with Chapter 38, Subchapter E of the Education Code, Bryan ISD has authorized and trained individuals to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on-site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

### **Unassigned Opioid Antagonist**

In accordance with Chapter 38, Subchapter E of the Education Code, Bryan ISD has authorized and trained individuals to administer an unassigned opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

Each campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

For additional information, see FFAC(LOCAL).

### **Psychotropic Drugs**

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

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

## **Steroids**

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

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

Students participating in UIL athletic competitions may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at <http://www.uil texas.org/health/steroid-information>.

## **Mental Health Support**

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

Bryan ISD utilizes primary resources for implementation of the social-emotional learning. For kindergarten through 6th grade, the curriculum is Changemakers, from Momentous Institute. It incorporates the CASEL model and focuses on the parts of the brain that affect one's emotions and actions. At middle and high school BISD utilizes School Connect, which encompasses continued social-emotional development and integrates preparedness for the future. Additionally, students who need additional support may participate in small group settings. Bryan ISD works with a number of local agencies, including MHMR, BVCASA, and TCHATT in which students and families maybe referred to.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

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. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources
- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board-adopted policies and administrative procedures that promote student health

## Physical Activity Requirements

### Elementary & Intermediate School

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

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

### Middle School

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

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

### Temporary Restriction or Exemption from Participation in Physical Education

Students will not be exempted from P.E. without a physician directive stating that the student must be excluded and how long the exclusion will be. The nurse/clinic staff will not provide excuse notes for P.E. or Athletics except in cases of acute asthma flare-ups during school hours.



## Physical Fitness Assessment

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

Josh Woodall  
Assistant Director of Athletics  
[josh.woodall@bryanisd.org](mailto:josh.woodall@bryanisd.org)  
(979) 209-7992

## Physical Health Screenings/Examinations

### Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized healthcare provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

### 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 non-invasive 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 Examinations and Screenings (All Grade Levels)





## Vision and Hearing Screening

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

## **Special Health Concerns**

### Bacterial Meningitis

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

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

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

Symptoms may include:

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

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

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

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

### Diabetes

In accordance with a student's individual health plan for the management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) 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 inhalation, ingestion, or



skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse if your child has a known food allergy or as soon as possible, after any diagnosis of a food allergy. Any diet modifications must be requested by a licensed doctor/physician. If your child requires a special diet, please have your physician complete the required Bryan ISD School Nutrition Services Dietary Special Request Form. This form is available from the school nurse. No diet modifications will be made until the completed form is returned to Bryan ISD School Nutrition Services. The diet start date will be determined individually based on the availability of food items required for the modified diet. Please contact Catherine McCleskey, District Dietitian, at (979) 209-7053 with any questions regarding your child's diet modifications or to identify the start date.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment.

Please contact your campus nurse, Karen Byers, RN, Nursing Supervisor, at (979) 209-1099 or Catherine McCleskey, District Dietitian, at (979) 209-7053.

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

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

### Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

### Tobacco, E-Cigarettes, and Nicotine Products Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at school.**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property, or while attending an off-campus school-related activity.

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

## **Health-Related Resources, Policies, and Procedures**

### **Physical and Mental Health Resources (All Grade Levels)**

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The school nurse
- The school counselor

### **Policies and Procedures that Promote Student Physical and Mental Health**

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at <https://bisd.link/BoardPolicies>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please visit the district website at [www.bryanisd.org](http://www.bryanisd.org)

## **Human Development Instruction**

As part of the Health and Wellness lesson, Bryan Campus Nurses and/or PE staff teach students about puberty in 4th-grade girls and 5th-grade boys and girls. The lesson is limited to body changes during puberty and does not include information regarding sexuality. A notice regarding the puberty lesson will be sent to

parents prior to the lesson day. Your student will be expected to attend the lesson unless written documentation stating you do not want your student to attend is provided. Please contact the school clinic staff if you have any questions.

### **School Health Advisory Council (SHAC)**

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

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

Additional information regarding the district's School Health Advisory Council is available from Josh Woodall, Assistant Director of Athletics and Head Athletic Trainer at (979) 209-7992

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

### **Student Wellness Policy/Wellness Plan**

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

### **Homework**

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

[See **Grading Guidelines** posted on the district's website at <https://www.bryanisd.org/page/grading-guidelines> for additional information.]

### **Law Enforcement Agencies**

### **Questioning of Students**



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

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

### **Students Taken Into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- 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 their ability, will verify the official's authority to take custody of the student.

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

### **Notification of Law Violations**

The district is required by state law to notify:



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

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

## **Leaving Campus (All Grade Levels)**

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and the stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area 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.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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 the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.



## **During Lunch**

[Insert information associated with students who are allowed to leave campus during lunch, if applicable. If your campus is a closed campus and students are not allowed to leave during lunch without a parent, add a statement to this effect here.]

## **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 (All Grade Levels)**

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

## **Makeup Work**

### **Makeup Work Because of Absence**

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

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

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit.]

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

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students. [See **BISD Grading Guidelines** posted on the district's website.]

### **DAEP Makeup Work**

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

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

#### Alternative Means to Receive Coursework

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

#### Opportunity to Complete Courses

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

### **Nondiscrimination Statement**

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

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

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

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



person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH (LOCAL).

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

Title IX Coordinators, for concerns regarding discrimination on the basis of gender:

Dr. Brian Merrell  
 Executive Director of Student Leadership  
 801 S. Ennis Street  
 Bryan, TX 77803  
 (979) 209-1075

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Dr. Catherine George, Director of Special Education  
 1307 Memorial Drive  
 Bryan, TX 77803  
 (979) 209-2780

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

Campus Title IX Coordinators and Decision Makers:

Campus	Title IX Coordinator	Decision Maker
Anson Jones Elementary	Tara Hunter – Assistant Principal 979-209-3907 tara.hunter@bryanisd.org	Dr. Alma Velez – Principal 979-209-3900 alma.velez@bryanisd.org
Bonham Elementary	TaShauna Hammond – Asst Principal 979-209-1220 tashauna.hammond@bryanisd.org	Gloria Garcia-Rhodes - Principal 979-209-1200 gloria.garcia-rhodes@bryanisd.org
Bowen Elementary	Amanda Valdiviez – Assistant Principal 979-209-1319 amanda.valdiviez@bryanisd.org	Kimberly Guess – Principal 979-209-1305 kimberly.guess@bryanisd.org
Bryan Collegiate High School	Dana Bechuck – Associate Principal 979-209-2792 dana.bechuck@bryanisd.org	Tommy Roberts – Principal 979-209-2793 tommy.roberts@bryanisd.org
Bryan High School	De Gibson – Assistant Principal 979-209-2656 deanna.gibson@bryanisd.org	Lane Buban – Principal 979-209-2442 lane.buban@bryanisd.org
Crockett Elementary	Sonya Perez-Harrington – Assistant Principal 979-209-2961 sonya.perezharrington@bryanisd.org	Debi Ehrhardt – Principal 979-209-2955 debra.ehrhardt@bryanisd.org
Davila Middle School	Michael Gibson – Associate Principal 979-209-7157 michael.gibson@bryanisd.org	Sara Rueda – Principal 979-209-7155 sara.rueda@bryanisd.org
Fannin Elementary	Rhonda Elam – Assistant Principal 979-209-3827 rhonda.elam@bryanisd.org	Linda Taplette – Principal 979-209-3800 linda.taplette@bryanisd.org
Harvey Mitchell Elementary	Kyle Whileyman – Assistant Principal 979-209-1421 kyle.whileyman@bryanisd.org	Shari Hedstrom – Principal 979-209-1405 shari.hedstrom@bryanisd.org
Henderson Elementary	Aaron Gneiding – Assistant Principal 979-209-1573 aaron.gneiding@bryanisd.org	Daniela Garza-Ramirez – Principal 979-209-1555 aniela.garza-ramirez@bryanisd.org

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Houston Elementary	Whitney Foreman – Assistant Principal 979-209-1358 whitney.foreman@bryanisd.org	Mandy Wells – Principal 979-209-1360 mandy.wells@bryanisd.org
Jane Long Intermediate	Shori Grunkemeyer – Dean of Instruction 979-209-6569 shori.grunkemeyer@bryanisd.org	Dr. Desiree Caperton – Principal 979-209-6505 desiree.caperton@bryanisd.org
Johnson Elementary	Laura DeLaRosa – Assistant Principal 979-209-1453 laura.delarosa@bryanisd.org	Amy Thomman – Principal 979-209-1455 amy.thomman@bryanisd.org
Kemp-Carver Elementary	Tina Palasota – Assistant Principal 979-209-3757 tina.palasota@bryanisd.org	Alison Boggan – Principal 979-209-3755 alison.boggan@bryanisd.org
Mary Branch Elementary	Shelby Goodman – Assistant Principal 979-209-2906 shelby.goodman@bryanisd.org	Ashley Lopez – Principal 979-209-2905 ashley.lopez@bryanisd.org
MC Harris and JJC	Amanda Godfrey – Assistant Principal 979-209-2886 amanda.godfrey@bryanisd.org	Karen Kaspar – Principal 979-209-2812 karen.kaspar@bryanisd.org
DAEP	William Thompson – Assistant Principal 979-209-2704 william.thompson@bryanisd.org	Karen Kaspar – Principal 979-209-2812 karen.kaspar@bryanisd.org
Navarro Elementary	Sarah Dean – Assistant Principal 979-209-1251 sarah.dean@bryanisd.org	Kathy Riley – Principal 979-209-1255 kathy.riley@bryanisd.org
Neal Elementary	Joni Bailey – Assistant Principal 979-209-3856 joni.bailey@bryanisd.org	Juanita Collins – Principal 979-209-3855 juanita.collins@bryanisd.org
O.W. Sadberry Intermediate	Julie Brenner – Dean of Instruction 979-209-2860 julie.brenner@bryanisd.org	Alfred Scott – Principal 979-209-2853 alfred.scott@bryanisd.org
Rudder High School	Ebony Davis – Associate Principal 979-209-7914 ebony.davis@bryanisd.org	Rachel Layton – Principal 979-209-7905 rachel.layton@bryanisd.org
Sam Rayburn Intermediate	Sarah Oldham – Dean of Instruction 979-209-6620 sarah.oldham@bryanisd.org	Rebecca Ryberg – Principal 979-209-6600 rebecca.ryberg@bryanisd.org
Stephen F. Austin Middle School	Amy Bay – Assistant Principal 979-209-6712 amy.bay@bryanisd.org	Kimberly Giesenschlag – Principal 979-209-6705 kimberly.giesenschlag@bryanisd.org
Sul Ross Elementary	Aubrey Rives – Assistant Principal 979-209-1503 aubrey.rives@bryanisd.org	Danielle Legg – Principal 979-209-1505 danielle.legg@bryanisd.org

## Nontraditional Academic Programs

### Bryan Collegiate High School

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

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

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

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

There is no cost to attend BCHS as BISD and Blinn College cover the costs of college tuition and textbooks. However, students must provide their own transportation to and from school. Since 2012, BCHS has annually been named one of the Best High Schools in America by US News and World Report.

### **Mary Catherine Harris School**

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

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

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

## **Parent and Family Engagement**

### **Working Together**

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's 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 your child's school activities and with the academic programs, including special programs, offered in the district.
- Discuss with the school counselor or principal any questions you may have about the options and opportunities available to your child.



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- 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. [See **Academic Counseling**.]
- 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 at for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences (All Grade Levels)**.]
- Becoming a school volunteer. [See **Volunteers (All Grade Levels)** and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include the Campus Performance Improvement Committee (CPIC), Parent Teacher Student Organization (PTSO), Parent Teacher Organization (PTO), and various booster clubs.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact your campus principal.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC) (All Grade Levels)** and policies BDF, EHAA, and FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 801 S. Ennis, Bryan, TX 77803 and online at <https://bisd.link/BoardMeetingAgendas>. [See policies BE and BED for more information.]

## Parking and Parking Permits (High School Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit from their campus to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

## Physical Restraint

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

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

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

## Pledges Of Allegiance And A Minute Of Silence

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

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

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[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.

## Promotion And Retention

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

## Elementary, Intermediate, & Middle School

A student shall be promoted from kindergarten to grade 1 if the student has:

1. Met satisfactory performance on the kindergarten competencies; and
2. Met state attendance requirements.



For grades 1 through 8, a student shall be promoted if the student has:

1. Earned a final average of 70 or higher on a scale of 100 for each of the following course-level and grade-level classes in which the student is enrolled:
  - a. English Language Arts, including:
    - i. Reading and
    - ii. Writing;
  - b. Mathematics;
  - c. Science; and
  - d. Social studies;
2. Earned a final average of 70 or higher on a scale of 100 in all course-level and grade-level classes for which a numeric grade is awarded; and
3. Met state attendance requirements.

For students who do not meet full promotion criteria, the following shall be considered to determine final grade placement: student academic performance, standardized assessments, permanent records, and pertinent student information.

A parent may request in writing that a student repeat prekindergarten, or any grade in grades 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

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

[See **Standardized Testing.**]

[See policies at EIE.]

## **High School**

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

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

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

[See **Standardized Testing.**]

[See policies at EIE.]

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

## **Release Of Students From School**

[See **Leaving Campus (All Grade Levels)**.]

## **Remote Instruction**

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

## **Report Cards / Progress Reports And Conferences**

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

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

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

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

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

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

## Retaliation

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

## Required State Assessments

### STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

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

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

### Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 are enrolled in a class or course intended for students above the 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 they are 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 before high school.

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

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

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation unless 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. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

### Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.





A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

### **Standardized Testing for a Student in Special Programs**

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 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 (PGP). [See **Graduation** (Secondary Grade Levels Only).] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

### **Failure to Perform Satisfactorily on a STAAR or EOC Assessment**

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

### **Personal Graduation Plan — Middle School Students**

For a middle-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 middle school students 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
- Outline an intensive instruction program for the student

[See the school counselor 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.]

## Safety

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- 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 through the B-Safe app.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.



## Accident Insurance

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

## Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

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

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

## Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) 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 or AED 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 [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/).

## Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- 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 if the district needs to notify parents of early dismissal, delayed opening, or restricted access to campus because of severe weather, a security threat, or another emergency cause.

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 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 to the building because of an emergency, the district will also alert the community in the following ways: automated phone calls or emails to parents and guardians, information posts on social media and press releases to local news organizations.

[See **Parent Contact Information** and **Automated Emergency Communications**.]

## **SAT, ACT, And Other Standardized Tests**

[See **Standardized Testing**.]

## **Schedule Changes (Middle and High School Grade Levels)**

Students will receive course verification pages and/or computer access to requests in the student management system in the spring. Specific deadlines to request changes will be given at the time that verification sheets are shared. Requests for changes can be made through the mail, email, phone, or in person. Following the deadline change requests may not be honored due to course limitations unless it is due to course failures, successful completion of summer school, or gaining credits through other alternative methods.

## **School Facilities**

### **Asbestos Management Plan**

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

### **Food and Nutrition Services**

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

All Bryan ISD Schools will participate in the Community Eligibility Provision (CEP) for the school year 2024-2025. This program provides healthy breakfasts and lunches each day at no charge for ALL students enrolled in the district during the 2023-24 school year. **Although free and reduced-price meal applications are not required this year to obtain a free meal, we are asking that each household complete a**

**Family/Household Income Survey to ensure that our school district does not lose federal or state funding.**

### Student Meal Accounts

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

### Meal Account Payments

#### *Check, money order, or cash*

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

#### *On-line payments/digital menus*

The district menus and meal payments platform, Titan Family Portal, has upgraded to LINQ Connect at LINQConnect.com if you use a browser, or you can visit your app store to find "LINQ Connect" available in the Apple Store or Google Play Store. No need to change your username or password if you were previously registered in Titan. All your information has been transferred to the new site for your convenience.

In LINQ Connect, parents can still set up one-time or recurring payments, view previous transactions, set spending limits, transfer funds between students, set low balance notifications, and more.

Here are some exciting upgrades to expect in the upgraded system:

- A simple, fresh look to allow for better accessibility
- An interactive dashboard to view all family members in one profile
- A resource center to access help guides

Streamlined menus require you to click less to do more

#### *Check Recovery Program*

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



Meal Prices for 2024-2025

Breakfast

- All Enrolled Students (PK-12) No charge
- Adult/Visitor Breakfast \$3.50

Lunch

- All Enrolled Students (PK-12) No charge
- Adult/Visitor Lunch \$5.00

Lunch Meal Pricing

Meals are priced as a unit and consist of 1 entrée, 2-3 servings of vegetables and/or fruits, 1 bread serving, and 1 milk. Any combination of 3-5 different items will be considered a lunch. As required by the Healthy Hunger-Free Kids Act of 2010, all students receiving breakfast or lunch from the school cafeteria must have either a serving of fruit or vegetables on their tray. Ala carte prices will be charged if less than 3 or more than 5 items are selected. Menus may be viewed at the LINQ Connect app. or at [www.bryanisd.org](http://www.bryanisd.org). Students participating in the federal meal program receive their first meal at no charge, additional meals or ala carte items may be purchased at the set rate.

Ala Carte Purchases

Students may purchase ala carte items such as fruit juice, extra milk, second meals, and snack items for an additional charge. If you wish to restrict or limit the amount of ala carte purchases, parents may do so through LINQ Connect app, online at [LINQConnect.com](http://LINQConnect.com), or by contacting the Cafeteria Manager at the school.

Meal Service Outside of Scheduled Breakfast and Lunch Service Times

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

Meal service times are determined by the campus principal.

Special Dietary Needs (Food Allergies)

Any diet modifications must be requested by a licensed doctor/physician. If your child requires a special diet, please have your physician complete the required Bryan ISD School Nutrition Services Dietary Special Request Form. This form is available from the school nurse. No diet modifications will be made until the completed form is returned to Bryan ISD School Nutrition Services. Diet start date will be determined individually based on the availability of food items required for the modified diet.

Please contact Catherine McCleskey, District Dietitian, at (979) 209-7053 with any questions regarding your child's diet modification.

[Also see **Food Allergies**]

### Vending Machines (All Grade Levels)

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

### **Pest Management Plan**

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

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

### **Conduct Before and After School**

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

### **Library**

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Students may use the library as authorized and must wear I.D.s when using the facility. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision-makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their students.

A parent who wants to access the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian. A district employee or parent may request the reconsideration of a library material by contacting the campus librarian or another administrator or by submitting a reconsideration of library material request on a form available.



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

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

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

### **Use of Hallways During Class Time**

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

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

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

### **School-sponsored Field Trips (All Grade Levels)**

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

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

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

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

### **Searches and Investigations**

#### **Searches in General (All Grade Levels)**

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]





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

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

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

### **District Property (all grade levels)**

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

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

### **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 electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

### **Trained Dogs (All Grade Levels)**

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



## Drug-Testing

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

[See **Steroids.**]

## Vehicles on Campus (Secondary Grade Levels Only)

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

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

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

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

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

The following must be presented when purchasing a permit:

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

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

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

## Secret Societies

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

*Education Code 37.121(d)*

A person commits a Class C misdemeanor if the person:

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

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

*Penal Code 71.022(a-1)*

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

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

## Sexual Harassment

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

## Special Programs

### Bilingual / ESL / Migrant Department

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

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

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

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

[See **Emergent Bilingual**.]

### Dyslexia

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

### Special Education Services

If a child is experiencing learning difficulties, the parent may contact Dr. Catherine George, Director of Special Education, at (979) 209-2780, to learn about the District's overall general education referral or screening system for support services. This system links student to a variety of support options, including referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

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

## Standardized Testing

### PSAT (Preliminary Scholastic Aptitude Test)

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

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

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

### STAAR (State of Texas Assessments of Academic Readiness)

#### Grades 3–8

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

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

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

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

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

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

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

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

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

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

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

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

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

[Also see **Graduation**.]

### **TELPAS (Texas English Language Proficiency Assessment System)**

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

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

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

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

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

## **Suicide Awareness**

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

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

## Summer School

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

## Tardiness

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

## Textbooks, Electronic Textbooks, Technological Equipment, And Other Instructional Materials

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. The district selects instructional materials in accordance with state law and policy EFA.

Any books must be covered by the student, as directed by the teacher and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

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

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

## Transfers

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

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

- Other criteria as noted on the transfer application.

The school leadership department determines the dates in which student transfer applications will be accepted. The Executive Director of School Leadership will work with the transfer committee to review all transfer applications. After the transfer committee reviews the applications and considers the bulleted items above, they will approve or deny an application. Notice letters will be emailed according to the school leadership transfer application timeline.

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

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

## Transportation

### School-Sponsored Trips

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

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

### Buses and Other School Vehicles

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

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

### Pre-Kindergarten Transportation

Bryan ISD transportation requires that an adult or responsible family member be at the assigned bus stop to pick up their child. If there is no one present, the child will be returned to the assigned campus. If it is too late to return to the campus, the child will be taken to the Bryan ISD Ruby Haliburton Auxiliary Complex located at 3851 Leonard Rd.

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

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





## Student Handbook

- Students will follow the directions of the driver.
- Students should be at the bus stop a minimum of 10 minutes before the bus arrives, waiting in a safe place, clear of traffic, and 10 feet from where the bus stops regardless of weather conditions.
- Students who are allowed to use the bus for transportation to another campus must remain at the bus stop and not enter any building unless directed by an administrator. If a student violates the student code of conduct while using district transportation, he/she may have all bus privileges temporarily suspended.
- Never, run after the bus if you miss your stop.
- Students will wait in an orderly line and avoid playing.
- Students will cross the roadway in front of the bus on signal from the driver after the bus has stopped, they have looked at the driver for a hand signal, and they have looked in both directions for traffic; left, right, left.
- Students will notify the driver if something is dropped and wait for the driver to give a signal before picking up the object.
- Students will go directly to their assigned seat when entering the bus. Keep the aisle and exits clear.
- Students will remain properly seated, back against the back of the seat, bottom against the bottom of the seat, and keep hands and feet to themselves.
- Students shall wear seatbelts if the bus is equipped with one.
- Students will not eat, drink, chew gum, or bring tobacco, alcohol, drugs, or any controlled substances on the bus.
- Students will not carry animals, glass objects, nuisance items, hazardous materials, or weapons on the bus. Students may carry only objects that can be held on their laps (no large items such as plants, trees, balloons, flowers, and posters may be carried on the bus.)
- Students will refrain from using loud voices, profanity, vulgarity, and/or obscene gestures, and respect the rights and safety of others.
- Students will not extend heads, arms, or objects out of the bus windows.
- Band instruments must be held in the student's lap or placed under the seat. No instruments may be placed in front of the exit door or in a seat needed for students. Buses cannot transport instruments larger than a trombone.
- Students whose riding privileges have been suspended should not attempt to board any school bus until the completion of the suspension.
- Personal cellular phones, compact disc or MP3 players with headphones, personal computers, mobile computing devices, or other electronic devices may be used if it does not cause disruption among students and these devices do not interfere with the school bus communications equipment or the school bus driver's operation of the school bus.
- Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.
- Students shall be prohibited from acts of unruly behavior, physical violence, bullying as physical assault or battery, verbal assault and disrespectful conduct toward the school bus driver or other persons on the school bus.
- Students must provide an official bus pass signed by the campus principal giving permission to ride a different bus or get on or off the bus at a different bus stop location.
- Students will keep their bus clean and in good, safe condition. Students will be charged for any damage to the bus.



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

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

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

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

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

## **Trespassing**

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

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

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

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

## **Vandalism**

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

## **Video Cameras**

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



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

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

[See EHBAF (LOCAL).]

## **Visitors To The School**

### **General Visitors**

Parents are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures. All visitors will be required to present a valid driver's license or state-issued ID to the office staff upon entering campus. Driver's licenses will be scanned through a web-based software application, and a photo ID badge will be printed upon successful scanning procedure. The photo ID badge must be worn for the duration of the campus visit.

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

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

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

### **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 to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and 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 policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]



## Visitors Participating in Special Programs for Students

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

## Volunteers

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

### 2-Step Volunteer Application Procedure

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

#### Step # 1 of 2: Background Check

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

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

#### Step #2 of 2: Personal Information Form

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

### After Approval and Placement

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

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

## Voter Registration (High School 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

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

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

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

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

## Appendix A - Glossary

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at the designated grade level and/or as a result of a



student not meeting the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

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

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

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

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

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

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

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

**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.

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

**PGP** stands for Personal Graduation Plan, which is required for all students entering grade 9 and is required by state law for any student in middle school or 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. It also serves as the basis for the awarding of National Merit Scholarships.

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

**Safe And Supportive School Team** is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

**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 admission to certain colleges or universities.

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

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

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

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

**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. Successful performance end-of-course assessments, when applicable, is a condition of graduation. 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 and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**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 learners make in learning the English language, and is administered to those who meet the participation requirements in kindergarten–grade 12.

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

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

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

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

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

## Appendix B - Acceptable Use Guidelines for Technology Resources

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

### Acceptable Use

Bryan ISD encourages its students and staff to use technology resources to promote academic excellence. All users are responsible for using district technology resources in a manner that supports the educational mission



of the school district. Regardless of the resources used, there are expectations that must be followed by those who utilize these resources.

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

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

## System Conduct

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

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

1. Imposes no tangible cost on the District
2. Does not unduly burden the District's computer or network resources
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

## Unacceptable System Conduct

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

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

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

In addition, system users:

1. Will not gain unauthorized access to resources or information.
2. Will not use any means to disable or bypass the district's Internet filtering system or other security systems. Users may not create or join unauthorized wireless or wired networks to access or bypass the district's network resources. This includes but is not limited to, connecting via another provider



- (3G/4G/LTE), establishing wireless access points, wireless routers, and open networks on personal devices.
3. Will not use an electronic device or computer to access, store, send, receive, or post on the Internet anything that is inappropriate or harmful to an individual or groups or in violation of federal, state, or district regulations. This includes, but is not limited to:
    - Copyrighted material
    - Threatening, embarrassing, harassing, bullying or racist material
    - Any material that is likely to disrupt the learning environment
    - Material that is lewd, vulgar, sexually suggestive, obscene or pornographic
    - Material that contains profanity
    - Material that violates or promotes the violation of school rules
    - Material that violates district policies prohibiting harassment and bullying
    - Commercial material or product advertisements
    - Political lobbying
    - Illegal activities
  4. Are expected to report harassment, threats, hate speech and inappropriate content that violates this Unacceptable System Conduct policy to a teacher or administrator.

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

install software without prior approval from Technology Services.

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

## **Vandalism Prohibited**

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

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

## **Consequences of Misuse**

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

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

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

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

## **Disclaimer**

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

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

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

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

## **Parent Request to Restrict Internet**

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

## **Use of Personal Telecommunications or other Electronic Devices**

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

1. Connection of personal devices to the district network will be for the sole purpose of research, assessment, and/ or learning opportunities.
2. Students may utilize their devices in the classroom for educational purposes with prior approval from the teacher. Usage for instruction is up to the discretion of each individual teacher/administrator.
3. Students may utilize their personally owned electronic devices before school, after school, and during their designated lunch shift in accordance with the Acceptable Use Guidelines for Technology Resources.



4. Users will be limited to only the MIT (My Instructional Technology) wireless service that the district has provided, not the wired network.
5. Users may not create or join unauthorized wireless or wired networks to access or bypass the district's network resources. This includes but is not limited to, connecting via another provider (3G/4G/LTE), establishing wireless access points, wireless routers, and open networks on personal devices.
6. Printing from personal technology will not be permitted at school.
7. The district's technology resources will not be used for commercial purposes.
8. When students are not using the devices for approved instructional purposes, the device must be silenced and put away.
9. The district is NOT responsible for:
  - any damages, injuries, or claims resulting from the use of technology,
  - stolen or damaged personal technology devices,
  - the maintenance or repair of any personal technology,
  - any cost incurred due to the use of personal technology for either texting or Internet usage charges that occur from the use of a student's personal device. It is the parent's responsibility to make sure their child understands the usage options that are available to them, such as the number of texts.
10. Any violation of the above guidelines may result in the loss of network and/or technology privileges as well as other disciplinary action(s) in accordance with the Student Code of Conduct.
11. The district reserves the right to disable all access to MIT wireless service at any time.

## Appendix C - 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 [www.bryanisd.org](http://www.bryanisd.org). Below is the text of Bryan ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Policy FFI(LOCAL) adopted on **10/23/23**

### **Bullying Prohibited**

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 ostracism.

**Minimum Standards**

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

**Retaliation**

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

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

**False Claim**

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

**Timely Reporting**

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

**Reporting Procedures**

Student Report

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

Employee Report

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

Report Format

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

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

**Notice of Report**

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business 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.



<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<p>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.</p> <p>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.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b>	<p><u>Bullying</u> 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.</p> <p><u>Discipline</u> 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.</p> <p><u>Corrective Action</u> 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.</p> <p><u>Transfers</u> The principal or designee shall refer to FDB for transfer provisions. Counseling</p>



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

Improper Conduct

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

**Confidentiality**

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

**Appeal**

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

**Records Retention**

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

**Access to Policy and Procedures**

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

## Appendix D - Title I and ESSA Parent Engagement Policy

### Title I

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



## Parent and Family Engagement Policy, ESSA Section 1116

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

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

Bryan ISD will reach out and engage in conversations with parents and families to gather meaningful feedback through the District Educational Improvement Council and parent surveys. Special attention will be given to engaging parents of children participating in Title I Programs.

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

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

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

Bryan ISD parents and district personnel will meet annually in the spring to jointly review and revise our District Improvement Plan. The role of the parents in the process will be to provide feedback and recommendations and agree upon the improvement plan. The plan will be shared with parents and the local community on the district website and will be available in the language of the home via Google Translate.

4. Bryan ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and





philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education [Section 1116 (a)(2)(B)].

Bryan ISD Director of Counseling will provide coordination, technical assistance, and support to Title I campuses through regular meetings with campus Parent and Family Engagement facilitators to build the capacity of campus Parent and Family Engagement programs. The District Educational Improvement Council and parent surveys will be used as a resource to review and discuss strategies to work with parents for student success.

5. Bryan ISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children [Section 1116 (a)(2)(C) and Section 1116 (e)(4)].

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

6. Bryan ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying [Section 1116 (a)(2)(D)]:
- barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - strategies to support successful school and family interactions.

Bryan ISD parents and district personnel will meet annually in the spring to jointly evaluate our district’s Parent and Family Engagement Policy. The evaluation will identify:

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

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

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

Bryan ISD will use findings from parent feedback and recommendations from District Educational Improvement Council meetings and parent surveys to help design and implement evidence-based strategies for more effective parent and family engagement. The district will use the findings to revise, if necessary, the district Parent and Family Engagement policy and plan Parent and Family



Engagement activities to support these strategies. The updated policy will be made available on the district website, the student handbook, and distributed and explained to parents at annual Title I meetings at each Title I campus.

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

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

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

Bryan ISD will provide assistance to parents in understanding the topics listed above by conducting two annual Title I meetings at each Title I campus. The first of the two meetings will be held during the first nine-weeks of school and more than one method (e.g. letters/postcards, newsletters, social media, Parent Link, and school marques) will be used to notify parents of the dates and times.

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

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



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

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

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

As outlined in the Bryan ISD Translation and Interpretation Policy, the district will provide translation of vital school documents in Spanish, and other languages as needed and requested, to the extent practicable. Such documents include the district and campus parent and family engagement policy, the home-school compact, Parents Right to Know, explanation of campus's curriculum, information on forms of academic assessment, promotional information about training and activities, and IEPs. Oral translation will be provided as needed for school-related communications, and equipment for simultaneous translation will be available for campuses to checkout for Parent and Family Engagement activities.

The Bryan ISD Parent and Family Engagement Policy is evaluated and updated annually with the help of parents. The 2024-25 policy is the result of an evaluation involving parents at the Bryan ISD District Educational Improvement Council on April 11, 2024.