



BRAZOS HIGH SCHOOL STUDENT HANDBOOK 2023-2024

BRAZOS HIGH SCHOOL

P.O. Box 458 • 16621 Highway 36 South Wallis, Texas 77485

Office: (979) 478-6832, (979) 478-6000

Fax: (979) 478-2300

www.brazosisd.net

School Hours: 8:00 AM to 3:45 PM

Caleb McCain, Principal
Karen McMahon, Counselor
Fran Lothman, Secretary
Janette Demney, Registrar

STUDENT'S NAME:

Excellence in Education Since 1974

General Information

Brazos Independent School District Board of Trustees

President: Myles Marek

Vice-President: Tiffani Shirley

Secretary: Matt Demny

Members: Tammy McCain, Brian Demny, Justin Richardson & Jenny Stroud

Board Meetings are held every fourth Wednesday of the month, 7:00 P.M. in the Board Room at the Brazos Independent School District Administration Building.

Superintendent: Scott Rogers

P.O. Box 819 - 227 Educator Lane Wallis, Texas 77485

Phone Number: (979) 478-6551

Toll Free: 888-779-6551

srogers@brazosisd.net

Principal:	Caleb McCain – cmccain@brazosisd.net
Counselor:	Karen McMahon - kmcmahon@brazosisd.net
Secretary:	Fran Lothman - flothman@brazosisd.net
Registrar:	Janette Demny – janette.demny@brazosisd.net
District Librarian:	
Nurse:	Bailey Demny– bhlavinka@brazosisd.net
Athletic Director:	Ryan Roecker – rroecker@brazosisd.net
Girls Athletic Coordinator:	Amanda Hatton – ahatton@brazosisd.net
Band Director:	Allynn Garcia – agarcia@brazosisd.net
District Technology Director:	Jessie Nanes – jnanes@brazosisd.net
District Food Service Director:	Nikki Roecker – nroecker@brazosisd.net
District Webmaster:	Lisa Kanak – lkanak@brazosisd.net
UIL Coordinator:	Chad Divin – cdivin@brazosisd.net
Cheerleading Sponsor:	Nikki Roecker – nroecker@brazosisd.net
FFA Sponsor:	Baylee Adams – badams@brazosisd.net
FFA Sponsor:	Graham Borden – gborden@brazosisd.net
FFA Sponsor:	Brittney Gardovsky– bgardovsky@brazosisd.net

School Spirit

School Mascot: Cougar

School Colors: Red, Black, & White

School Motto: Excellence in Education

School Song

Brazos High forever,
That is our name.
Never, oh never
Will we lose our fame.
Rah, rah, rah!
So we cheer forever,
Champions we'll be.
For we are bound together until eternity.

PRIDE days: Students and staff wear red, black, and/or white each Friday to promote spirit.

Acknowledgment Form

My child and I have received a copy of the Brazos High School Student Handbook and the Student Code of Conduct for 2023-24. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the Brazos High School principal, Caleb McCain, at (979) 478-6000 or cmccain@brazosisd.net

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Please sign and date this page, remove it from the handbook, and return it to your child's school

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.brazosisd.net the Brazos High School Student Handbook and the Student Code of Conduct for 2023-24.

I have chosen to:

- ✕ Receive a paper copy of the Student Handbook and the Student Code of Conduct.
- ✕ Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the principal, Caleb McCain at (979) 478-6832 or cmccain@brazosisd.net.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Please sign and date this page, remove it from the handbook, and return it to your child's school

Directory Information Waiver 2023-2024

Release of Directory Information

In accordance with Board Policy concerning Public Information and the Open Records Act, certain school records called directory information may be released to the public, upon request, without your consent unless you have previously instructed the school not to release them. The only directory information that would be released by the Brazos I. S. D. is your child's name, phone number and address. All student records including the names, addresses, and phone numbers of students are available to authorized school personnel for school use only.

1. Your child's name may appear on the Honor Roll List.
2. Your child's picture may appear in the yearbook.
3. Scholarship information concerning your child may be shared with colleges and universities.
4. Your child's name may be listed in programs such as plays and sporting events which may include weight and height of athletic team members.
5. Your child may be recognized in District publications, video and audio productions, as well as area newspapers and other news media. This may include news items relating to your child's school work, academic, athletic, or other achievements.
6. Your child's work may be displayed at District sponsored contests and exhibitions.

SCHOOL USE

Yes___No___ Directory information listed in items 1-6 may be released about my child.

Yes___No___ Your child's name, picture and work produced by your child may appear on websites maintained by the District. This may include news items relating to your child's schoolwork, academic, athletic, or other achievements.

NON-SCHOOL USE

Yes___No___ Directory information, which is my child's name, address, and phone number may be released for non-school use (i.e. vendors, sales persons).

Student Name (Please Print)

Grade

Campus Attending

Parent Signature

Date

Please return this form, completed and signed, to the office at your child's campus.

Información del Directorio Renuncia 2023-2024**Divulgación de Información del Directorio**

De conformidad con la Política del Consejo relativa a la Ley de Registros Abiertos de Información Pública, ciertos registros escolares llamados información de directorio pueden ser compartidos con el público a pedido, sin su consentimiento, a menos que usted haya instruido previamente que la escuela no de la información. La única información de directorio que sería compartida por el distrito de Brazos es el nombre, número de teléfono, y la dirección de su niño(a). Todos los expedientes de los estudiantes, incluyendo los nombres, direcciones y números telefónicos serán disponibles para el personal autorizado de la escuela para uso de la escuela.

1. El nombre de su hijo puede aparecer en la lista de cuadro de honor.
2. El foto de su hijo puede aparecer en el anuario.
3. La información sobre becas en relación con su hijo puede ser compartida con los colegios y universidades
4. El nombre de su hijo puede aparecer en programas tales como obras de teatro y eventos deportivos que pueden incluir el peso y estatura de los miembros del equipo de atletismo.
5. Su hijo puede ser reconocido en publicaciones del Distrito, vídeo y producciones de audio, así como periódicos de la zona y otros medios de comunicación. Esto puede incluir noticias relacionadas con el trabajo escolar de su hijo, información académica, y actividades deportivas u otros logros.
6. El trabajo de su hijo puede ser exhibido en concursos y exposiciones patrocinados por el distrito.

USO DE LA ESCUELA

- Yes ____ No ____ La información del directorio que aparece en los temas 1-6 puede ser publicado de mi hijo.
- Yes ____ No ____ El nombre de su estudiante, la imagen y el trabajo producido por su hijo de su hijo puede aparecer en sitios mantenidos electrónicamente (el web) por el Distrito. Esto puede incluir noticias relacionadas con el trabajo escolar de su hijo, sus académicas, actividades deportivas u otros logros.

USO FUERA DE LA ESCUELA

- Yes ____ No ____ La información del directorio, que incluye el nombre, dirección y número de teléfono de mi hijo puede ser compartido para su uso fuera de la escuela (es decir, se le dará a vendedores.)

Nombre del estudiante (letra de imprenta) Grado Escuela que Asiste

Firma del Padre

Fecha

Por favor, devuelva este formulario , cumplimentado y firmado , a la oficina de la escuela de su hijo.

Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 5 for more information.]

Parent: Please complete the following only if you **do not** want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____ (student's name), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institution of higher education without my prior written consent.

Parent signature _____ Date _____

Please note that if this form is not returned with the other materials identifying what the district considers directory information, the district will assume that permission has been granted for the release of this information.

Please sign and date this page, remove it from the handbook, and return it to your child's school

Consent/Opt-Out Form

Dear Parent:

The district is required by federal law to notify you and obtain your consent for or denial of (opt-out) your child's participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as a "protected information survey" that concerns one or more of the following eight areas:

- Political affiliations or beliefs of the student or student's parents;
- Mental or psychological problems of the student or student's family;
- Sexual behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility or to receive financial assistance under such a program.

This notice and consent/opt-out requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and to certain physical exams and screenings.

The district will provide parents with notification as well as an opportunity to review the survey and consent or opt their child out. Please note that this notice and authority to consent transfer from the parent to the student when the student reaches 18 or is an emancipated minor under state law.

Parent Statement Prohibiting Corporal Punishment

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to allow or prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the Student Code of Conduct (SCOC). [See FO[Local] and the SCOC]

Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger. The principal or a designee may choose not to use corporal punishment even if the parent has requested its use. Any use of corporal punishment will be documented on a district form. The principal or a designee will inform the parent when corporal punishment is used. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

Parent Statement Choice Regarding Corporal Punishment:

Please circle your selection and fill in the following form.

I have read the information on the use of corporal punishment in the Brazos Independent School District.

Please circle the following options and complete the form.

I DO or DO NOT allow the use of corporal punishment with my child.

Name of parent or guardian: _____

Signature of parent or guardian: _____

Date: _____

Name of student: _____

Campus: _____

Grade: _____

Please sign and date this page, remove it from the handbook, and return it to your child's school.

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Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Brazos High School Student Handbook is a general reference guide that 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 Brazos High School Student Code of Conduct. To review the Code of Conduct, visit the district's website at www.brazosisd.net. 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 newsletter and other 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 Student Handbook can be requested at (979) 478-6000.

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 Building and unofficial electronic copy is available at www.brazosisd.net

The policy manual includes:

- 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 Caleb McCain, Principal at cmccain@brazosisd.net or (979) 478-6000.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- 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 (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Caleb McCain, Principal, at cmccain@brazosisd.net or (979) 478-6000.

Section One: Parental Rights

This section describes certain parental rights 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.

At the October 22, 2022 Board of Trustees meeting, the Board agreed to accept the recommendation of the SHAC Committee to opt out of all of the optional human sexuality content that is embedded in the health curriculum.

In accordance with state law, a parent may:

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

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

- Present abstinence from sexual activity as the preferred choice 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 as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Consent Before Human Sexuality Instruction

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

Consent Before 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.

For further information, see the district's abuse prevention instruction website at [ABUSE PREVENTION INSTRUCTION](#)

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 provide information about available counseling options.

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of BISD's intervention procedures except as permitted by law. BISD has established procedures to recommend interventions to a parent/guardian of a student with early warning signs of mental health concerns, substance abuse, or suicide risk.

The campus counselor will notify the student's parent/guardian on the same day after the campus counselor learns that a student has displayed early warning signs and provides information about available counseling options. BISD requires that the campus counselors notify the Lead District Counselor, Katie Allison, regarding students needing intervention.

BISD will offer free mental health sessions through T-CHATT (Utmb) and also has a Memorandum of Understanding (MOU) with Texana, a Community Mental Health Center. Once the initial paperwork has been completed and consent has been received from the parent/guardian, all necessary documents will be submitted to the agency by Katie Allison. If you have any questions regarding these services, please reach out to your campus counselor.

Brazos ISD's Lead District Counselor, Katie Allison, can provide further information regarding these procedures and educational materials on identifying risk factors, accessing resources for treatment or support on and off-campus, and accessing available student accommodations offered on campus.

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

The mental health liaison, Katie Allison, can be reached at kallison@brazosisd.net or (979) 478-6016.

The mental health liaison can provide further information regarding 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** on page .]

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, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated 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](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). 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 it:

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the 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 course work.

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

Corporal punishment—spanking or paddling a student—may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

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 his or her class to relay information regarding class work, 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.

The employee is required to include the student's parent as a recipient on all text messages.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a 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 school wide or classroom recognition),
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

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.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: [FL \(LOCAL\)](#). If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: [FL \(LOCAL\)](#). If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 26 .

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 his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- 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**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- 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; or
- 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; and
- 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** on page 17 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.

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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:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution; and
- 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:

- A parent provides a written statement requesting that his or her child be excused;
- The district determines that the student has a conscientious objection to the recitation; or
- 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 his or her 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** on page and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her 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; or
- 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 ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

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

Right of Access to Student Records, Curriculum 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.

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.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a 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 the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records;
- Test scores;
- Grades;
- Disciplinary records;
- Counseling records;
- Psychological records;
- Applications for admission;
- Health and immunization information;
- Other medical records;
- Teacher and 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; and
- 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** on page , 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; and
- [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 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 pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is 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:

- Reaches the age of 18;
- Is emancipated by a court; or
- Enrolls 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 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 interest 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; or
- 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; or
- A parent or student assisting a school official in the performance of his or her 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** on [page1](#) 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 *registrar* is custodian of all records for currently enrolled students at the assigned school. The *superintendent's secretary* 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 he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

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

You may contact the custodian of records for currently enrolled students at:

The address of the superintendent's office is P.O. Box 819, 227 Educator Lane, Wallis, TX 77485/

The address of the principal's office is P.O. Box 458, 11621 Highway 36 South, Wallis, TX 77485.

You may contact the custodian of records for students who have withdrawn or graduated at:

[Lisa Kanak](#)

Superintendent's Secretary

lkanak@brazosisd.net

979-478-6551

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

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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** on page, **Complaints and Concerns** on [page](#), and Finality of Grades at policy FNG(LEGAL) [page](#).]

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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 <https://www.brazosisd.net/page/brd.policy>

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.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her 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; and
- Is currently teaching in the field or discipline of his or her 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/partnership/interstatecompact.cfm) (<https://www.dodea.edu/partnership/interstatecompact.cfm>) 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); and
- 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, or
- 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 hear a parent's request to transfer his or her 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.

The board may transfer a student who has engaged in bullying to another classroom. [See **Bullying** on page , and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will hear a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of 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 the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten 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 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 prior to 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 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); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.
- If you have questions, please contact the district's foster care liaison:
 - *Katherine Allison*
 - *Director of Specialized Instruction*
 - *kallison@brazosisd.net*
 - *979-478-6016*

[See **Credit by Examination for Advancement/Acceleration** on page , **Course Credit** on page , and **Students in Foster Care** on page .]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities 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; and
- 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 by 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 homeless, contact the district's homeless education liaison:

Teresa Ressler

Director of C & I

P.O. Box 819, Wallis, TX, 77485

tressler@brazosisd.net

979-478-6551

[See **Credit by Examination for Advancement/Acceleration** on page 54 , **Course Credit** on page , and **Students who are Homeless** on page .]

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 behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the 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) If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of 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 regarding 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).

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:

Karen McMahon

HS Counselor

P.O. Box 30, Orchard, TX, 77464

kcmahon@brazosisd.net

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

Katie Allison

Special Education Director

P.O. Box 30, Orchard, TX, 77464

kallison@brazosisd.net

979-478-6610

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

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

Katie Allison

Special Education Director

P.O. Box 30, Orchard, TX, 77464

kallison@brazosisd.net

979-478-6610

[See **A Student with Physical or Mental Impairments Protected under Section 504** on [page](#) .]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en) (<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en>)
- [Partner Resource Network](http://prmtexas.org/) (<http://prmtexas.org/>)

- [SPEDTEX: Special Education Information Center \(https://www.spedtex.org/\)](https://www.spedtex.org/)
- [Texas First Project \(http://www.texasprojectfirst.org/\)](http://www.texasprojectfirst.org/)

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.

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 his or her 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 would be 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 prior to 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 his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these 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.

[See **Emergent Bilingual Students** on page and **Special Programs** on page .]

A Student with Physical or Mental Impairments Protected under Section 504

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 supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on [page 1](#) and policy FB for more information.]

Section Two: Other Important Information for Parents and 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 Caleb McCain at (979) 478-6000.

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs 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 for more information.]

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;

- Required court appearances;
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 1 .]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 102 .

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page .]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- The student follows campus procedures to verify the visit and makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

The district will allow a student in grades 6–12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6–18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is Scott Rogers, Superintendent, rogers@brazosisd.net or (979) 478-6068.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter 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.

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9am.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will only accept parent notes to excuse three days of absences per semester. After the three-day limit is reached, students will only be excused for absences exempted under compulsory attendance laws with required documentation.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within 3 days of returning to school, a student who is absent for more than 3 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 absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the [Texas Department of Public Safety website \(https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen\)](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Brazos 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; and
- 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 www.brazosisd.net. 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).

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.

The test shall be offered on a scheduled date at 8am in the BHS Commons.

Contact the HS principal or Counselor for information about this opportunity.

Awards and Honors (All Grade Levels)

Brazos High School will conduct their Annual Award Ceremony each and every school year (Honor Graduates, Scholarships, Honor Roll, Perfect Attendance, Course Awards, UIL, Honor Chords, and Staff Member of the Year, etc.).

Bullying (All Grade Levels)

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

Bullying is defined in 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:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

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

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- 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 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 regarding 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 the campus principal.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. 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 going to the **STOP It** app, posted throughout the campus.

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 rise to the level 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** on page .]

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** on page , **Dating Violence, Discrimination, Harassment, and Retaliation** on page , **Hazing** on page , 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.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Business, Technology, Speech.
- Career Preparation.
- Vocational Agriculture.

Admission to these programs is based on registration and/or meeting the prerequisite course requirement.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

[See **Food Allergies** on page .]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.brazosisd.net. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page .]

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 make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;

- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older romantic partners.

Additional warning signs of labor trafficking in children include:

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

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

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, 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).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect 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 he or she did the right thing by telling you.

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

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/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 \(www.txabusehotline.org\)](http://www.txabusehotline.org).

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

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

- [Child Welfare Information Gateway Factsheet \(https://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](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: Child Labor Trafficking \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

[See policy EIC for more information.]

Brazos Independent School 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.

[See policy EIC for more information.]

Loss of Scholarship Consideration

Any student who graduates in fewer than or more than eight semesters shall waive all local scholarship considerations.

Transferred Grades

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to grades based on the categories and grade weight system used by the District only if a similar or equivalent course is offered to the same class of students in the District.

Honor Graduates

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fourth six-week grading period of the senior year. The District shall recognize as an honor graduate each student who has completed the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement and whose weighted numerical grade average is among the top 20 percent in the graduating class.

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

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;
2. Have completed the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

In case of a tie in weighted numerical grade averages after calculation to the ten-thousandths (the fourth decimal) place, the District shall recognize all students involved in the tie as sharing the honor and title.

The student meeting the local eligibility criteria for recognition as the valedictorian shall also 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.]

[See policy EIC for more information.]

CLASS DUES/CLASS FUNDRAISERS

In order to fund class activities such as prom and senior trip, students must pay class dues. To reduce the financial obligation, students may choose to participate in class fundraisers.

- Class sponsors and class officers will select fund raiser activities annually.
- Students will be responsible for participating in 2 class sponsored fundraisers per year or pay class dues equivalent to profit margin of the fundraiser for each student. (i.e., if the sale of each ticket produces \$3.00 of profit and each student was supposed to Brazos High School Student Handbook Page 50 of 171 sell 10 tickets, then the student would pay dues in the amount of \$30. If they sell a portion of the 10 tickets, then they will owe the profit for the unsold tickets).
- Students will be held responsible for returning unsold tickets or money for sold tickets. Lost tickets will result in full payment for lost tickets.

- Students who chose not to participate in fundraisers or who did not pay class dues will be prevented from attending class sponsored activities (i.e., prom, class sponsored trips etc.) unless dues are paid prior to the event.

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

[See **Schedule Changes** on page for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 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 his or her 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 2022 term through the spring 2024 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 concerning:

- Automatic college admission;
- Curriculum requirements for financial aid;
- Benefits of completing the requirements for automatic admission and financial aid; and
- 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** on page for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 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 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Wharton County Junior College and Texas State Technical Institute, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities.
- Certain Career and Technical Education (CTE) courses.
- Enrollment in these programs is based on [insert eligibility requirements- requirement link](#).
- 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 the 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)** on page 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)** on page for information on CTE and other work-based programs.

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

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 (All Grade Levels)

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 calling or emailing Brazos High School Registrar (979) 478-6000.

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** on page for information regarding 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** on page for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

For those complaints and concerns that cannot be 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 <http://www.brazosisd.net/default.aspx?name=parent.complaints> or 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.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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 www.brazosisd.net and the coordinator for this campus is Caleb McCain, Principal, cmccain@brazosisd.net or (979) 478-6000.

Deliveries

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

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state 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; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district 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 his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

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

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** on page for more information.]

Personal Counseling (All Grade Levels)

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

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on [page 1](#), **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on [page 1](#), and **Dating Violence** on [page](#) .]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's

grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office <http://pol.tasb.org/Home/Index/145>. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures** on [page 1](#).

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a 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; or
- Encouraging others to engage in these behaviors.

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

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](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/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

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

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, 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 a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

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

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; and
- Other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on [page 1](#)]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent 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

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

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 comply with law.

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 its 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 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** on page .]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are Texas Virtual School Network (TxVSN), WCJC, and TSTC.

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

[See **Remote Instruction** on page .]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page .] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the Superintendent, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Caleb McCain at cmccain@brazosisd.net

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the Brazos ISD Superintendent, Scott Rogers, before selling, posting, circulating, or distributing any copies at FNAA (LOCAL) that defines distribution of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The *Principal, Caleb McCain*, has designated the Front Office counter as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, 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 Brazos ISD Superintendent, Scott Rogers *at GKDA(LOCAL) as responsible for prior review of non-school literature from community members* for prior review. The Brazos ISD Superintendent *at GKDA(LOCAL) as responsible for prior review of non-school literature from community members* 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 DGBA or GF for more information.]

The Brazos High School Principal, Caleb McCain has designated the front office counter as the location for approved non-school materials to be placed for voluntary viewing or collection.

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 noncurricular-related student group meeting held in accordance with policy 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 (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

With the exception of school issued uniforms (e.g., athletics, band, cheerleaders, etc.) and school sanctioned specialty events (e.g., banquets, prom, etc.), students must comply with the following at all Brazos Independent School District sponsored activities including, but not limited to

- *the school day from the moment a student arrives at Brazos Independent School District to the moment that he or she is off Brazos Independent School District grounds*
- *at all school sanctioned events after the regularly scheduled day and*
- *at sites away from Brazos Independent School District where Brazos Independent School District is participating*
- *Student dress and grooming expectations will be provided for specialty events such as prom and banquets.*

Please note that the Brazos Independent 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 and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

- **Females and Males**
- **Clothing:**
 - Shirts designed to be buttoned must be buttoned, unless a school appropriate undershirt is worn.
 - See-through shirts are allowed if a school appropriate undershirt is worn.
 - Bare midriffs are not allowed. Midriffs should not be seen at any time. Exposed undergarments are not allowed.
 - Saggy, baggy, or oversized pants are not allowed. Pants must be worn at the waist level.
 - Excessively torn garments are not allowed.

- No skin will be exposed above the knee, except when wearing shorts, skirts or dresses.
- Pajamas are not allowed.
- Students are not to wear or carry blankets in the school building.
- Shorts may be worn, whereas they are not more than 3 inches above the knee. Shorts that are exceptionally baggy, tight, or wide legged are not allowed.
- Athletic and knit shorts are allowed in Grades 9-12, but must be appropriate.
- Shoes with a substantial sole must be worn. House shoes, shower shoes, and slippers are not allowed.
- Headgear is not allowed during the instructional day (e.g., bandannas, caps, hats, hoods, etc.) However, hair accessories for females are allowed.
- Tattoos that are visible during normal dress (i.e., forearms, upper arms, feet, ankles, calves, torso, and neck) are not allowed.
- Gang related clothing articles, as identified by school or law enforcement officials, are not allowed. Bandannas are not allowed. Articles of clothing that advertise tobacco and alcohol products are not allowed. Discriminatory, lewd, offensive, sexually oriented, or vulgar articles of clothing (e.g., blood, body parts, destruction, images of death, mutilation, etc.) are not allowed. This also applies to student supplies and materials.
- **Hair:**
 - Hair rakes, combs, and sharp hairpins are not allowed.
- **Jewelry:**
 - Body piercing is limited to the ears only for females. Nose piercings aren't allowed; however, students are allowed to wear transparent coverings.
 - Dog collars, studded wrist bands, studded arm bands, chains and any other unorthodox type of jewelry are not allowed.
 - Dark glasses are not allowed unless prescribed by a physician.
 - Excessive jewelry is not allowed.
- **Males**
 - **Clothing**
 - Sleeveless shirts are not allowed.
 - **Hair:**
 - Designs cut in the head are not allowed. A single line part is allowed. Also, Mohawks and ponytails are not allowed. Hair should not extend lower than the eyebrows, past the middle of the ear, nor should it extend lower than the top of the collar of a standard dress shirt. Hair color must be within naturally occurring shades.

Natural looking highlights are acceptable; two-tone and multicolored hair is not allowed, unless it is of natural colors.

- Braided hair is allowed as long as all other hair requirements are met.
- Facial hair is not allowed (e.g., mustaches, beards, goatees, etc.). Sideburns should not extend past the base of the ear, whereas sideburns should be no more than 1 inch wide.
- **Jewelry:**
 - Earrings are not allowed. This includes ear gauges, bars, fillers, plugs, tapers, etc.
- **Females**
 - **Clothing:**
 - Due to the nature of women's clothing, non-tucked shirts are permissible. Sleeveless shirts are allowed as long as each strap is a minimum of 3 inches wide.
 - Halter tops, camisole tops, midriff tops, and other low-cut or revealing tops are not allowed. This includes backless garments.
 - Skirts may be worn, whereas both the length and the slit are not more than 3 inches above the knee.
 - Leggings may be worn under skirts, dresses, which extend to, at least 3 inches above the knee, with the exception of Pre-K and Kindergarten.
 - **Hair:**
 - No designs or shaved portions are to be cut in the hair. Also, Mohawks are not allowed. Hair should cover the entire head area.
 - Hair color must be within naturally occurring shades of color. Natural looking highlights are acceptable; two-tone and multicolored hair must be of natural colors.
 - **Jewelry:**
 - Ear piercing is limited to two earrings per ear. Ear gauges, bars, fillers, plugs, tapers, etc. are not allowed.
 - Nose piercings and facial piercings are not allowed; however, a transparent plug could be used.

If the principal determines that a student's grooming or clothing violates the school's dress code or is distracting to the learning environment, the student will be given an opportunity to correct the problem at school. If not corrected, the student will 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 or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones 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. Consequences are as follows:

- 1st Offense- If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15, or the student may wait three days and pick the device up without paying the \$15 fee.
- 2nd Offense- The device will be confiscated and the will be kept for three days and the student or parent may pick up the device from the principal's office for a fee of \$15, or the student can wait eight days and pick up the device without paying the \$15 fee.
- 3rd Offense and subsequent- The device will be confiscated and will be kept for six weeks and the student or parent may pick up the device from the principal's office for a fee of \$15, or the student can wait an additional two weeks and pick up the device without paying the \$15 fee.

Note: During the time that a student's electronic device is in the school's possession due to not following the telecommunications guidelines, the student is prohibited from bringing another electronic device to school. If a student does bring another electronic device during the period that the other device is being held due to not following the guidelines by the school, it will be confiscated and kept according to the student handbook.

If any of the return dates fall on a Saturday or Sunday or during a school holiday the student will have to wait until the following Monday or when we return to school. The day that device is picked up is 'Day 0'. The next day is 'Day 1'.

The student may pick up the confiscated telecommunications device from the principal's office for a fee of \$15 or waiting the allotted time for non-payment.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page and policy FNF for [more information](#).]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

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 on district-owned or personally owned equipment, 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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "[Before You Text" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

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

Emergent Bilingual Student (All Grade Levels)

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 at **Standardized Testing on page** , may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

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** on page .]

Eligibility for 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. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas \(https://www.uil texas.org/\)](https://www.uil texas.org/) for additional information on all UIL-governed activities.]

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 a grade below 70 at the end of a grading period 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 (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. The District shall permit unlimited absences for participation in extracurricular activities for which a student is eligible.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

- Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Classes of 2020, 2021, 2022 and 2023
- Class Favorites
- FFA

- Homecoming Court
- Mister and Miss BHS
- Senior Superlatives
- National Honor Society
- National Art Honor Society
- Drama Club
- Spanish CI
- Student Council

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

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

requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (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 principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

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

Grade-Level Classification (Grades 9–12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [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 in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page .]

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; and
- 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.

A **Personal Graduation Plan** will be completed for each high school student, as described on page .

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. 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.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

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	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
<i>Locally required courses</i>	1 credit in Business Information Management (BIM)	1 credit in Business Information Management (BIM) .5 Credit in Speech
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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).

[Describe resources your district provides to help students complete and submit the FAFSA or TASFA here.]

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

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

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that 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 his or her 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 his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will 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 ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

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

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

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

Graduation Activities

Graduation activities will include:

- Commencement rehearsal at Cougar Stadium on the last Friday of May (9am).

- Commencement at Cougar Stadium on the last Friday of May at 8:00 p.m.

RAIN

- In the event of inclement weather, graduation will be moved indoors to the Brazos High School Gym. Students will be issued 8 rain tickets during graduation practice. Only persons with a rain ticket will be admitted to the gym. Please note that graduation announcements are not graduation tickets.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will have to follow the Student Code of Conduct, which will dictate whether they will be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian
- Honor Graduates
- Students enlisted in the United States Armed Forces
- Students with perfect attendance
- Members of the National Honor Society
- Members of the National Art Honor Society
- Students participating in UIL athletic, music, or academic competitions
- Honor cord recipients

Graduation Speakers

Certain graduating students will be given an opportunity to speak 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 the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for

graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page .]

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 and the Teach for Texas Grant 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.

See **College and University Admissions and Financial Aid (All Grade Levels)** on page for more information.

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

Harassment

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

Hazing (All Grade Levels)

Hazing is defined 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.

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

[See **Bullying** on page and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

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

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

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 (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://dshs.texas.gov/immunize/school/exemptions.aspx\)](https://dshs.texas.gov/immunize/school/exemptions.aspx) 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** on page .

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements \(https://www.dshs.state.tx.us/immunize/school/default.shtm\)](https://www.dshs.state.tx.us/immunize/school/default.shtm) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

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

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home \(https://www.dshs.state.tx.us/schoolhealth/lice.shtm\)](https://www.dshs.state.tx.us/schoolhealth/lice.shtm).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.

- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page .

Unassigned Prescription Asthma Medication

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow a school nurse to administer an unassigned prescription asthma medication on a school campus to a student with diagnosed asthma if the nurse, in his or her professional judgment, reasonably believes the student is experiencing symptoms of asthma that warrant administration of the medication and the district has obtained prior written consent from the student's parent or guardian.

The school nurse may only administer unassigned prescription asthma medication to a student on a school campus. Please be aware that a school nurse will not always be available at a campus to administer this medication.

"Unassigned asthma medication" means a fast-acting bronchodilator delivered by metered dose inhaler with single use spacer or by nebulizer as a rescue medication, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of an asthma medication, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

Mental Health Support (All Grade Levels)

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; and
- Safe, supportive, and positive school climates.

We have a Program called STOPIt, which is designed to provide assistance with Bullying and Suicide Prevention. The High School Counselor also has numbers for students to call for assistance.

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** on page and **Consent to Provide a Mental Health Care Service** on page for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to Brazos Independent School District Athletic Director, Ryan Roecker at (979) 478-6832 to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care 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 in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

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 his or her 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)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.brazosisd.net for information regarding meningitis.

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

[See **Immunization** on page .]

Diabetes

In accordance with a student's individual health plan for 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 (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by

breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/) website (<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.brazosisd.net

[See **Celebrations** on page and policy FFAF for more information.]

Seizures (All Grade Levels)

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

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

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

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device 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 District Nurse, Bailey Demny, at (979) 478-6032.
- The Brazos High School Counselor, Karen McMahon, at (979) 478-6004.
- The local public health authority, [Insert name], which may be contacted at [Insert phone]
- The local mental health authority, Stefani Crosby, who may be contacted at (979) 478-6016.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

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 FFB (LOCAL).

- 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: FFH
- 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 Improvement Plan can be located on the district website at www.brazosisd.net

[Provide a substantive description of the strategies in the DIP that address the list of required components in the editorial notes.]

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

Please contact the Principal, Caleb McCain at (979) 478-6000 or cmccain@brazosisd.net for further information regarding these procedures and access to the District Improvement Plan.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the **District Nurse, Bailey Denny**

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

[See **Consent to Human Sexuality Instruction** on page , **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page , and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

[insert name]

[insert title]

[insert mailing address]

[insert email address]

[insert phone number]

Homework (All Grade Levels)

Homework may be assigned on a regular basis. Homework should be used primarily to extend and practice concepts and skills learned in class, although advanced reading for class discussion and other similar pre-class preparation is a legitimate function of homework. Further, certain TEKS, such as but not limited to written compositions, may require extensive homework

- Students are expected to meet their due dates on all assignments.
 - 1 day late = 85% credit
 - 2 days late = 70% credit
 - More than 2 days late = 50% credit
 - These guidelines maybe adjusted for special education and 504 students with the extended time accommodation.
 - These guidelines do not apply to dual credit classes, grading guidelines for dual credit classes are set by the professors and are not subject to BISD guidelines

For further information, contact the Brazos High School principal, Caleb McCain, at (979) 478-6000 or cmccain@brazosisd.net

Law Enforcement Agencies (All Grade Levels)

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, including without parental consent, if necessary, if it 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 the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.

- Ordinarily be present for the questioning or interview, 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 (CPS), Texas Department of Family and Protective Services (DFPS), 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 from a juvenile court to take a student into custody.

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

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally 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 legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Remember that 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.

State rules require parental consent 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 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, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need 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 his or her 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 his or her 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 him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Brazos Independent School District campuses are closed campuses. Students may not leave campus for lunch unless signed out and accompanied by a parent.

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 (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her 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 or Final Grade** on page .]

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

A student will be permitted to make up tests and 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.

DAEP Makeup Work

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. 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) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

A student removed from the regular classroom to ISS 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) for more information.]

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district 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 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.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Scott Rogers, Superintendent of Brazos Independent School District, PO Box 819, 227 Educator Lane, Wallis, TX 77485 srogers@brazosisd.net

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator, Teresa Ressler P.O. Box 819 227 Educator Lane Wallis, Texas 77485 (979) 478-6020 tressler@brazosisd.net
- For all other concerns regarding discrimination, see the superintendent: Scott Rogers, Superintendent of Brazos Independent School District, PO Box 819, 227 Educator Lane, Wallis, TX 77485 srogers@brazosisd.net [See policies FB, FFH, and GKD for more information.]

[See policies FB, FFH, and GKD for more information.]

Nontraditional Academic Programs (All Grade Levels)

Please contact the Counselor, Becca Naseman or the Principal, Caleb McCain, about nontraditional academic programs.

Parent and Family Engagement (All Grade Levels)

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.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page .]
- 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 (979) 478-6000 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page .]
- Becoming a school volunteer. [See **Volunteers** on page and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Band Boosters and Athletic Boosters.
- 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: Caleb McCain, Brazos High School Principal at (979) 478-6000 or cmccain@brazosisd.net
- 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)** on page and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third 3rd Wednesday of each month at 7 p. m. at Board Room of *the Central Administration Building at 227 Educator Lane*. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Central Office Board Room and online at www.brazosisd.net under the *Administrative dropdown tab*. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels 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 the Registrar and pay a fee of \$5 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.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

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** on page .]

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 (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or 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 proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page .]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page and **Standardized Testing** on page .]

Repeating a High-School Credit Course

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.

[Include the following sentence if it reflects the district's practice:]

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus** on page .]

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 (All Grade Levels)

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

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 78 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the Superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 **Grading Guidelines** on page and policy EIA(LOCAL) for more information.]

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

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

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. For more information, see the principal, school counselor, or special education director.

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

An admission, review, and dismissal (ARD) committee for a student 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** on page .]

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 STAAR or EOC

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 subsequent school year by:

- 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, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

[Delete the next sentence if the district does not provide any student transportation.] The district will provide transportation for supplemental instruction.

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.

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

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- 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 any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by *[provide instructions for anonymous reporting, such as "submitting an online report at (URL) STOPIT"]*.
- Know emergency evacuation routes and signals.

- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

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

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed \(https://www.dhs.gov/stopthebleed\)](https://www.dhs.gov/stopthebleed)
- [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, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

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

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a 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:

- 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: School Messenger- School Notification Systems for Parent Communications
- Remind
- www.brazosisd.net
- Brazos High School Facebook, Instagram, and Twitter Pages
- Local TV Stations: KPRC Channel 2, KHOU Channel 11, KTRK Channel 13, KRIV Channel 26

[See **Parent Contact Information** on page and **Automated Emergency Communications** on page.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

For schedule changes, please contact the BHS counselor, Karen McMahon. A student cannot change his/her schedule without parental consent. A student's schedule may be changed by school personnel if there is a need for academic remediation.

Although a request for schedule change(s) may be presented, it is not a guarantee that the change(s) will occur.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

[Brad Reinecker](#)

Maintenance Supervisor

breinecker@brazosisd.net

979-478-6551

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact Nikki Roecker, Child Nutrition Director at (979) 478-6006 to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, contact Nikki Roecker, Director of Food Service at nroecker@brazosisd.net or 979-478-6551 [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. 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 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

[Brad Reinecker](#)

[Maintenance Supervisor](#)

breinecker@brazosisd.net

[979-478-6551](tel:979-478-6551)

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to

consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

- 7:30-7:55am
- 8-3:45pm with teacher and librarian permission

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and 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.

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

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

The following areas are open to students before school, beginning at 7:30 a.m.

- BHS Commons Area
- BHS Library
- BHS Classrooms with teacher permission (*teacher must be present*).

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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

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

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

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 that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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 (All Grade Levels)

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

Any searches of personal 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** on page 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 (Secondary Grade Levels Only)

~~[If the district conducts drug testing of students, include a statement here.] The district's policy FNF (LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.~~

~~[See **Steroids** on page .]~~

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

Special Programs (All Grade Levels)

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

Kattie Allison

Director of Specialized Learning

kallison@brazosisd.net

979-478-6020

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math

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

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** on page and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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

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

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Middle or Junior High School Students

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

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

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

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

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

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.

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

An admission, review, and dismissal (ARD) committee for a student 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** on page .]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

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).

Please contact Teresa Ressler, who has been designated as the district's foster care liaison, at (979) 478-6551 or tressler@brazosisd.net with any questions.

[See **A Student in the Conservatorship of the State (Foster Care)** on page .]

Students Who Are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

For more information on services for students who are homeless, contact the district's homeless education liaison, *Teresa Ressler*, at (979) 478-6551 or tressler@brazosisd.net.

[See **A Student Who is Homeless** on page .]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Brazos High School athletic competitions, school announcements, school greetings, organization meetings, banquets, and award ceremonies.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Brazos High School will provide a Summer School Program for students that are in need of academic remediation. To qualify the student may have not met the following minimum requirements:

- In attendance less than 75%

- Not passing STAAR End-of-Course exams.

Failing to meet passing standards in the core academic classes.

Students who are eligible for summer school, or other accelerated summer programs will be contacted by a representative from their campus. If you offer summer school, whether traditional, an extended-year program to meet accelerated instruction requirements, or as an option for students in a disciplinary setting to complete coursework, include information needed by parents and students. You may also remind parents and students of the ability to take courses during the summer through the Texas Virtual School Network (TXVSN).

Tardies (All Grade Levels)

A student who is more than 10 minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable 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.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page .

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page , **Bullying** on page , and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page , for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent

may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page .]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Teresa Hansen

Operations Secretary

thansen@brazosisd.net

979-478-6551

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

Teresa Hansen

Operations Secretary

thansen@brazosisd.net

979-478-6551

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.

- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment 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 as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board 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 a child receives special education services. For more information or to request the installation and operation of this equipment, contact the Superintendent, who the district has designated to coordinate the implementation of and compliance with this law.

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

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

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

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page for video and other recording by parents or visitors to virtual or in-person classrooms.]

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:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and 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

Business, Civic, and Youth Groups

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

Career Day

On occasion, 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 (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

[Lisa Kanak](#)

[insert title]

[insert mailing address]

[insert email address]

[insert phone number]

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

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

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

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

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

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

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

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

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which 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 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and 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 for those who meet the participation requirements in kindergarten–grade 12.

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.

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

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

APPENDIX

I:

Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tash.org/Policy/Code/145?filter=FFI>

Below is the text of Brazos Independent School District's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on 11/7/2017

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

■ 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.

■ RETALIATION

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

■ EXAMPLES

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

■ FALSE CLAIM

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

■ TIMELY REPORTING

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

■ REPORTING PROCEDURES

■ STUDENT REPORT

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

■ 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.

■ PROHIBITED CONDUCT

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, 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.

■ INVESTIGATION OF REPORT

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

■ CONCLUDING THE INVESTIGATION

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

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

■ NOTICE TO PARENTS

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

■ DISTRICT ACTION

■ BULLYING

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

■ DISCIPLINE

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

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

■ CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine 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.

■ TRANSFERS

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

■ COUNSELING

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

■ IMPROPER CONDUCT

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

■ CONFIDENTIALITY

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

■ APPEAL

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

■ RECORDS RETENTION

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

■ ACCESS TO POLICY AND PROCEDURES

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

APPENDIX
Acknowledgment Form—Amendment

II:

Note to handbook developer: *You might keep this form on hand throughout the school year to assist in documenting communication of Student Handbook amendments made during the year.*

My child and I have received a copy of the Brazos High School Student Handbook Amendment #_____ dated _____.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Brazos High School Academic Integrity Policy

Academic integrity is an essential element to the Brazos High School's philosophy and practice of promoting academic excellence. For an academic institution to be successful, an honor code and consequences for violating the honor code must be established. Indeed, once the student is in a university, college, or workplace, any form of dishonesty will result in serious penalties, including automatic course failure and expulsion, losing your job, etc. Cheating, dishonesty, and plagiarism will not be tolerated in Brazos High School.

Cheating includes, but is not limited to, the following examples:

- Taking, stealing, and/or using an assignment from someone else and submitting it as one's own.
- Allowing another to take and/or use an assignment to submit as his/her own.
- Looking at another's test or essay with or without his consent for the purpose of duplicating that work and submitting it as one's own.
- Representing as one's own the work or words of a parent, sibling, friend, or anyone else.
- Discussing or revealing the contents of a test or quiz with students who have not completed the assignment.
- Unauthorized use of teacher test materials, answer sheets, computer files, or grading programs.
- Receiving answers for assignments or exams from any unauthorized source.
- Working on assignments with others when not authorized by the instructor.
- Copying from other students during an exam.
- Giving answers to another student for an assignment or exam.

Dishonesty includes, but is not limited to, the following examples:

- Agreeing with other students to commit academic dishonesty.
- Falsification of results from research or laboratory experiments.
- Written or oral presentation of results from research which was never performed.

Plagiarism includes, but is not limited to the following examples:

- Directly quoting or paraphrasing all or part of another's written or spoken words without notes or documentation within the body of a work.
- Presenting an idea, theory, or formula originated by another person as the original work or the person submitting that work.
- Purchasing or receiving in any other manner a term paper or other assignment that is the work of another person and submitting that assignment as the student's own work.
- Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person.

AWARDS

■ Awards to District students shall be made at all District schools in compliance with UIL regulations. These awards may include:

1. Major award (jacket, sweater, or blanket)
2. Symbolic award (medal, patch, trophy, or certificate)
3. Awards may be earned in academic, athletic, band, cheerleading, UIL academic, literary, and FFA areas.

■ LETTERING

■ The following provisions for letter jackets shall apply:

■ ACADEMIC LETTER JACKET

■ Each year shall stand on its own. Students in all grade levels must have an average of 90 percent or above in every class for both semesters. An academic letter jacket shall not be issued prior to a student's junior year even if the student qualifies before the junior year.

■ ATHLETIC LETTER JACKET

■ An athletic letter jacket shall not be issued prior to a student's junior year even if the student qualifies before the junior year.

■ High school non-varsity athletes shall be eligible for symbolic awards only.

■ Criteria for a major award shall require that a student has:

1. Been on the varsity team a majority of the season and participated in the sport all season.
2. Completed two years at the District high school.
3. Been recommended by the head coach of the sport.

■ BAND

■ Students who have completed three years of band at the high school level shall be eligible for a major award.

■ All awards shall be subject to the recommendation of the band director.

■ CHEERLEADING

■ Students who have completed three years as cheerleaders at the high school level shall be eligible for a major award.

■ Any student who has completed two years as a varsity cheerleader and has been selected for the squad for the coming year, or has concluded high school eligibility, shall be eligible for a major award.

■ All awards shall be subject to the recommendation of the cheer-leader sponsor.

■ **UIL ACADEMIC COMPETITION**

■ Any student who has competed for three years in the UIL-district Academic Meet shall be eligible for a major award.

■ Any student who has competed for two years in the UIL-district Academic Meet and has advanced to regional competition in at least one of the two years shall be eligible for a major award.

■ Any student who advances to state competition shall be eligible to receive a major award; however, the award shall not be issued prior to the student's junior year even if the student qualifies before the junior year.

■ All awards shall be subject to the recommendation of the event sponsor and the UIL coordinator.

■ **LITERARY**

■ High school speech and drama award criteria shall require that a student has:

1. Participated in UIL and UIL-type invitational tournament events for a minimum of two years (major award).
2. Attended at least four of the scheduled tournaments (or at least one-half of those scheduled if fewer than six were scheduled) in each of the two years (major award).
3. Participated in at least two contest one-act plays as a cast or crew member (major award).
4. Participated in one event for two years or two different events for one year each (major award).
5. Attended all tournaments scheduled (when only two or three are available) (major award).

■ **ALL ACADEMIC, ATHLETIC, BAND, AND LITERARY AWARDS**

■ The student must be recommended for the award by the director of the event, who shall maintain adequate evidence of participation.

■ Fulfillment of one-half of any of the above criteria qualifies a student for a symbolic award.

■ **EXCEPTIONS**

■ A committee chaired by the high school principal and including the athletic director, band director, and two literary sponsors may make exceptions to required criteria for students who move out of the District.

■ Minutes of the committee actions shall be filed in the office of the high school principal.

■ **FFA AWARDS**

- Only juniors and seniors shall be eligible to receive letter jackets for FFA. A jacket shall be awarded only when a junior or senior has accumulated the required number of points. **See FFA Handbook**

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- **SPECIAL OLYMPICS**

- A Special Olympics letter jacket shall not be issued prior to a student's junior year even if the student qualifies before the junior year.

- Students who have participated in Special Olympics for three years at the high school level shall be eligible for a major award.

- All awards shall be subject to the recommendation of the event sponsor.

**Class Officer
Application Information
Offices for September 2022 – June 2023**

Thank you for thinking about running for a Class Officer position for the 2022-2023 school-year. Here is some information about the process as well as the requirements for running a campaign and the structure of the Student Government at Brazos High School.

The following class officer positions are available.

President
Vice President
Treasurer
Secretary

Election Process:

1. Students are to complete the application form, type a one-page essay explaining why they want to run and what they hope to accomplish as a class officer and get evaluations from each of their current teachers completed. If you have questions, concerns or comments, please speak with your class sponsor.
2. There will be a candidate meeting at in the Library, date and time TBD. Applications are due at that time.
3. Approved candidates may campaign from 10:00 AM on date and time TBD.
4. All campaign materials (posters, fliers, buttons, etc.) must be approved by sponsors.
5. Students may not use candy, gum, or any other food as part of the campaign.
- 6. All campaign material must be properly disposed of by 4:00pm on September 1.**
7. Voting will take place online September 1.
8. Winners will be announced September 2.

Brazos High School Class Officer Application

This application (3 parts) is to be completed and turned in to your class sponsors no later than

7:30 AM date TBD

Print Student Name: _____ Class: _____:

Class President – The job description for Class President is:

1. To represent their class at all official BHS student council and class meetings.
2. To support all BHS and Student Council activities, including social events, fund raisers and meetings.
3. To help foster positive relations and class activities
4. To represent his class at various academic, social, civic and student-related programs.

Class Vice President - The job description for Class Vice President is:

1. To support and assist the Class President at all times.
2. To take the place of the Class President when they are absent from their duties.
3. To support and attend all BHS and Student Council activities and Student Council, including social events, leadership workshops, fund raisers, and meetings.

Class Secretary - The job description for Class Secretary is:

1. To support and assist the Class President at all times.
2. To support and attend all BHS and Student Council activities and Student Council, including social events, leadership workshops, fund raisers, and meetings.
3. To record and post in a timely manner minutes of any and all class meetings.
4. To do all the duties normally associated with the job of secretary at a class meeting.

Class Treasurer - The job description for Class Treasurer is:

1. To support and assist the Class President at all times.
2. To support and attend all BHS and Student Council activities and Student Council, including social events, leadership workshops, fund raisers, and meetings.
3. To keep accurate records of all class financial accounts.
4. To present timely financial reports at any and all class meetings.
5. To appoint and supervise reliable students to collect funds at class sponsored events.

I fully understand that being a class officer is a serious responsibility. I am also aware of the following requirements:

____ 1. I must have and maintain at least a **2.5 G.P.A.** to qualify for election and during the term of service.

____ 2. I promise to actively support and attend all BHS Student Council activities, including social events, fund raisers and meetings.

____ 3. I understand that as a class officer, I have a leadership role in Student Council and am expected to attend meetings and leadership development workshops, including meetings with my sponsor.

____ 4. I understand that I am not eligible to run or may forfeit my position of service and leadership, if elected, should I be suspended from school, be placed on disciplinary probation or become academically ineligible.

____ 5. **Senior Class Officers: I understand that because the duties of Senior Class officers are very time consuming, I may not hold major officer positions in other organizations, especially presidential positions.**

I have read, certify and understand the requirements and promise, if elected, to fulfill the job description of the position of leadership and service I am seeking to the best of my ability.

Student Signature

Date

Brazos High School Class Officer Application

Part 2

Class Officer Guardian Consent Form

____ I support my student's application to be elected to the above position of leadership and service to BHS as a Class Officer for 2016-17.

____ I understand that the position of class officer is one of great honor and the duties associated with it are very time-consuming. I am prepared to support my child as needed.

____ I understand that my child will have a leadership role in Student Council and will be expected to attend meetings and leadership development workshops.

____ **Senior Class Officers: I understand that because the duties of Senior Class officers are very time consuming, I am willing to support my child in fulfilling their responsibilities as needed.**

____ I am aware that my student and I are responsible for the clean up of all campaign materials as well as any damage my student's campaigning may cause.

Parent/Guardian Name: _____

Phone: _____

Email: _____

Signature of Parent/Guardian

Date

CONSTITUTION
NATIONAL ART HONOR SOCIETY | FOR HIGH SCHOOL STUDENTS

Article I: Name and Purpose

Section 1. The name of this chapter shall be the Brazos High School (NC-953) Chapter of the National Art Honor Society.

Section 2. The purpose of the chapter shall be to:

- A. Inspire and recognize those students who have shown outstanding ability in art;
- B. Foster excellence and a dedicated spirit to the pursuit of art;
- C. Further creative abilities and talents of the Society's members, as well as the school's entire student art enrollment;
- D. Aid members in working toward the attainment of their highest potential in an art area;
- E. Bring art to the attention of the school and community;
- F. Increase an awareness of art in relation to other areas of the school curriculum; and
- G. Further aesthetic awareness in all aspects of the school's total program.

Article II: Local Chapters

Section 1. Public, charter, private and virtual schools, home school networks, and community based

non-profit art organizations are eligible to apply for charter through the National Art Education Association (NAEA).

Article III: Membership

Section 1. Membership in this chapter shall be based upon art scholarship, service, and character.

Section 2. To be eligible for selection to membership in this chapter, the candidate must be a high school student enrolled in grade 9, 10, 11, or 12 in this school, and have completed a period equivalent to one semester of art in this school.

Section 3. An eligible candidate shall have a minimum art scholarship average of B, or this school's equivalent. This is the national minimum standard of achievement required for eligibility and shall remain fixed.

Section 4. Members may remain active during such time when there is no art on their class schedule. Section 5. Students enrolled in home-school on a full-time basis and who meet all other eligibility requirements may be considered for NAHS membership.

Article IV: Selection of Members

Section 1. The selection of members to this chapter of the National Art Honor Society shall be by

recommendation from the art faculty of this school who are members in good standing of the National Art Education Association (NAEA). Criteria used to determine membership selection beyond faculty recommendation shall be set forth in this chapter's bylaws.

Section 2. Any member who falls below the standards that are the basis for selection shall be promptly warned. If during the next regular marking period of the school, the member fails to meet the standards used as basis for selection to the Society, the case shall be passed upon by the chapter council.

Section 3. When a member is dismissed, he/she must be notified and the membership card returned to the Society sponsor.

Section 4. An active member of the National Art Honor Society who transfers from this school will be given a letter indicating the status of his/her membership, signed by the sponsor and principal.

Section 5. An active member of the National Art Honor Society who transfers to this school will be accepted for membership in this chapter.

Section 6. NAEA does not participate in matters of member non-selection or dismissal.

Article V: Officers

Section 1. The officers of this chapter shall be president, vice president, secretary, and treasurer (these could be combined), historian/parliamentarian, chair for awards and ceremonies, chair for public relations, and chair for activities.

Section 2. A majority of votes cast shall be necessary to elect any officer of this chapter.

Section 3. It shall be the duty of the president to preside at the meetings of this chapter.

Section 4. The vice president shall preside in the absence of the president, and serve as the chapter's program chair.

Section 5. The chapter secretary shall keep the minutes of the meetings, a record of all business, and all records on file.

Section 6. The treasurer shall receive and disburse all funds of the chapter and keep an accurate account of receipts and disbursements in accordance with school regulations.

Section 7. A chapter council shall consist of the chapter president, vice president, secretary, treasurer, and the chapter sponsor.

Article VI: Supervision

Section 1. An art faculty member [sponsor] shall be designated to supervise and provide guidance for this chapter on a daily basis.

Section 2. The sponsor shall be a member of the art faculty employed by the school.

Section 3. The post of sponsor shall be voluntary.

Section 4. The sponsors must be National Art Education Association members in good standing.

Section 5. The activities of this chapter will be subject to the approval of the sponsor and the principal. The principal shall have the final right to approve all activities and decisions of this chapter.

Article VII: Meetings

Section 1. The regular meetings of this chapter shall be held during the school year on days designated by the chapter council and approved by the principal.

Section 2. The officers of the chapter shall be elected at the last regular meeting of the year.

Section 3. Special meetings, approved by the chapter council, may be called by the president.

Section 4. All meetings shall be open meetings and shall be held under the supervision of the sponsor.

Section 5. This chapter shall conduct its meetings according to Robert's Rules of Order, Newly Revised, in all points not expressly provided for in the constitution of this chapter.

Article VIII: Membership Fees

Section 1. A yearly NAHS membership fee of \$3.00 per student shall be forwarded to the National Art Honor Society at the NAEA National Office.

Section 2. A yearly chapter registration fee is required for each NAHS chapter and entitles the Chapter Sponsor to all the rights and privileges of one active membership including all NAEA member and NAHS chapter benefits. The chapter registration fee is waived for Sponsors who are already active members. Co-sponsors must be active NAEA members.

Section 3. Chapter fees and student membership fees may be paid by the individual or school, community group/agency. Fees and registration forms must be submitted to NAEA by the chapter sponsor.

Section 4. Chapter and student membership fees are non-refundable and nontransferable.

Section 5. Local chapters may establish and collect annual dues at their discretion for local operating expenses.

Article IX: Bylaws

Section 1. A chapter may wish to include bylaws to amplify sections of its constitution. Bylaws do not need to be approved by the National Council if they are consistent with regulations outlined in the constitution.

Section 2. A current copy of local chapter bylaws must be filed with the NAEA Office.

Article X: The National Council

Section 1. The National Council shall be: The Secondary Division Director, the Middle-Level Division Director and two members-at-large from the general Secondary and Middle-Level membership of NAEA. Members-at-large shall be appointed by the NAEA President. The NAEA Executive Director shall be an Ex-Officio member.

Section 2. Terms of office for members of the National Council shall be two-years.

Article XI: Constitution

Section 1. NAEA reserves the right to amend this constitution based on input from the NAEA staff and the National Council.

NATIONAL ART HONOR SOCIETY BYLAWS

BRAZOS HIGH SCHOOL CHAPTER NC-953

Section 1. A chapter should include bylaws to amplify sections of its constitution. Bylaws do not need to be approved by the National Council if they are consistent with regulations outlined in the constitution. A current copy of the local chapter bylaws must be filed with NAEA.

Section 2. To remain a member in good standing, a member must pay dues and complete three (3) service hours in the visual arts each year.

Section 3. Annual dues of \$ 5.00 will be collected from each member.

Section 4. Attendance is required at meetings to maintain membership and privileges.

Section 5. All members must participate in 75% of our projects, activities, contests, and fundraisers. (Activities and contests include the Austin County Fair, Fort Bend County Fair, Downey Publishing Contests, and the Attwater Prairie Chicken Contest.)

Section 6. For the NAHS and NJAHS officers, attendance is also required at any executive meetings called outside of the regularly scheduled meetings.

Section 7. To graduate with NAHS honors and earn the right to wear a cord, pin, or tassel at graduation, a member must remain in good standing until the graduation date.

Section 8. Members must retain a 94 average in honors or AP class or a 93 average in a regular class.

Section 9. Members must have and maintain an 85 cumulative average in all other subjects.

Section 10. Members may remain active during such time when there are no visual arts on their class schedules as long as they fulfill all of the other requirements each year.

Section 11. In the event of an infraction of rules, a review by the officers and sponsors will be conducted. If the individual in question is an officer, he/she will not participate in the decision-making process. This applies to all community laws as well as school and chapter rules.

Section 12. Members shall also be placed on two months' probation if more than two (2) disciplinary referrals are made against the member within one school calendar year. If the member has another referral during the time of probation, then a meeting of the officers shall be called to determine dismissal proceedings.

Section 13. Member nominations will be made by members in good standing and must be presented to the officers and sponsors for review by the last Monday in September and the first Monday in January. Nominees will be notified by letter if they have met the requirements listed in previous sections. The Review Board will consist of all officers, sponsors, and at least two (2) other members who are not officers.

Section 14. Officers shall be elected from the membership. Officers must be members with at least one year experience in the society, met all requirements for continued membership, and

be in good standing. Elections will be held at the beginning of the school year. Officer nominations will be made by the membership through a secret ballot vote and the winner will be from a simple majority of votes. In the event of a tie, a review of the members past performance and GPA will determine a winner.

**BYLAWS OF THE BRAZOS HIGH SCHOOL CHAPTER
OF THE
NATIONAL HONOR SOCIETY
*Revised 2015***

**Bylaw I
Name and Purpose**

Section 1. The name of this chapter shall be the Brazos High School Chapter of the National Honor Society of Secondary schools.

Section 2. The purpose of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership and to encourage the development of character in all students of Brazos High School.

**Bylaw II
Selection of Members**

Section 1. To be eligible for membership, the candidate must be a member of the junior or senior class. Candidates must have been in attendance at Brazos High School for at least one semester.

Section 2. Candidates must have a cumulative scholastic average of at least 94.0 with no rounding. Once selected, a student must maintain this average. Candidates shall then be evaluated on the basis of service, leadership, and character. Candidates shall have at most one discipline referral for a minor offense.

Section 3. The selection of the members to the Brazos High School Chapter of the National Honor Society shall be by a majority vote of the Faculty Advisory committee, which is chosen by the NHS advisor.

Section 4. The Faculty Council shall require the completion of the Student Activity Information form. The Faculty Council shall assume that a candidate who does not return the form by the due date is not interested in being considered for membership. The parent or guardian of the student must sign the activity information form for it to be accepted.

Section 5. To be eligible, the candidate must be enrolled in the recommended or distinguished diploma.

Bylaw III Dismissal of Members

Section 1. The faculty advisory committee in compliance with the rules and regulations of the National Honor Society will determine the procedure for dismissal.

Section 2. Members who fall below the standards, which were the basis for their selection, shall be promptly warned in writing by the chapter advisor except in the case of flagrant violation of school rules or civic laws when a member does not have to be warned. Members shall be promptly warned for the following offenses:

- *Failure to maintain by semester a 94 grade point average of academic grades. The member will have six weeks to correct this.*
- Failure to participate in at least one academic UIL event per year. Participation means actively practicing for an event. This is determined by the advisor and the academic coach.
- Failure to participate in the monthly meetings. After two unexcused absences the student will be dismissed.
- Failure to maintain the high ideals of leadership, service, and character.
- Failure to abide by school rules as stated in the handbook. Students are allowed one minor discipline referral before receiving a written warning. Any additional referrals will result in automatic dismissal.
- Placement in In-School suspension will result in a written warning. If it is for a major offense, student may be dismissed from the chapter.

Section 3. A member is allowed only one written warning during his/her membership.

Section 4 – Cheating is not tolerated. Any cheating will be grounds for automatic dismissal from the chapter.

- Cheating includes, but is not limited to, the following examples:
 - Taking, stealing, and/or using an assignment from someone else and submitting it as one's own.
 - Allowing another to take and/or use an assignment to submit as his/her own.
 - Looking at another's test or essay with or without his consent for the purpose of duplicating that work and submitting it as one's own.
 - Representing as one's own the work of a parent, sibling, friend, or anyone else.
 - Discussing or revealing the contents of a test or quiz with students who have not completed the assignment.
 - Unauthorized use of teacher test materials, answer sheets, computer files, or grading programs.
 - Receiving answer for assignments or exams from any unauthorized source.
 - Working on assignments with others when not authorized by the instructor.
 - Copy from other students during an exam.
 - Giving answers to another student for an assignment or exam.

Section 5 – Placement in DAEP for any reason will result in automatic dismissal from the chapter.

Section 6. In all cases of impending dismissal, with the exception of dismissal for grades, a member shall have the right to a hearing before the Faculty Advisory committee.

Section 7. For the purpose of dismissal, majority vote of the Faculty Advisory committee is required.

Section 8. A member who has been dismissed may appeal the decision of the Faculty Council under the same rules for disciplinary appeals in the school district.

Section 9. A first year member who does not complete his five hours of service at the end of the year will not be a member next year. A second year member who does not complete his/her 10 service hours by the designated date of their senior year will not graduate as a NHS member. Second year members will complete at least 5 service hours in the fall semester and 5 service hours in the spring semester.

Bylaw IV Chapter Officers

Section 1. The officers of this chapter shall be president, vice-president, secretary, treasurer, parliamentarian, and reporter.

Section 2. The officers will be selected by a majority vote at the April meeting. Graduating seniors may not vote.

Section 3. The president shall plan the agenda and preside at the meetings of the chapter. He/She will always represent the chapter in any outside activities.

Section 4. The vice-president shall preside in the absence of the president, and will be the coordinator of the fundraisers.

Section 5. The secretary shall keep the minutes of meetings, a record of all business, and an accurate count of attendance. He /she will be responsible for the Induction ceremony and keeping track of service hours.

Section 6. The treasurer will be responsible for the collection of all money due and received by the chapter, and will give such funds to the chapter advisor for deposit in the school activity fund.

Section 7. The parliamentarian shall act as an advisor to the president, officers, and others in matters pertaining to parliamentary procedure and the provision of the bylaws. He/she will also help the vice-president oversee the fundraising activities.

Section 8. The duties of the reporter shall be to report all activities of the chapter, when appropriate, to the local news media or to the school.

Bylaw V Meetings

Section 1. The regular meetings of this chapter shall be held as needed during the school year on days designated by the advisor and approved by the principal. This includes all Mid Coast Association of National Honor Society Meetings. All members are required to come to meetings

unless illness or an unavoidable circumstance excuses them. A parent or guardian must write a note detailing the circumstances.

Section 2. The chapter shall meet once a month on the third Wednesday unless otherwise designated.

Section 3. The president or advisor may call special meetings when necessary.

**Brazos High School Student Council
Constitution**

Article One: *Name of Organization*

The name of this organization shall be the Brazos High School Student Council, herein after called the Council, in this constitution.

Article Two: *Purpose*

The purpose of the Council shall be to:

1. Strive for good citizenship.
2. Strive for academic excellence.
3. Respect all individuals in the school and community.
4. Involve all students in sharing ideas to make our school the best it can be.
5. Help all students work together in our school.
6. Give all students practice in democracy in action.
7. Help other citizens and groups in our community.

Article Three: *Membership*

- Section 1:** All students from grades 9-12 shall have the opportunity to apply, to vote, and to offer ideas to the for Council action.
- Section 2:** The members of the Student Council shall be the students from Grades 9-12 who are elected by their peers, the advisor, and the Principal.
- Section 3:** The officers shall be elected by student council members. The officers shall be defined as the President, the Vice President, the Secretary, Parliamentarian, and the Treasurer.
- President: can only be elected as a senior
- Vice President: can only be elected as a Junior or a Senior
- Treasurer, Parliamentarian, Secretary: can be elected as a Sophomore, Junior, Senior
- All officers shall be in required grade by the next school year, ex. 2015-2016 you are a Junior, if you are running for President, you should be a senior in the 2017-2018 school year
- Section 4:** Each grade will elect five grade level representatives plus class officers;
- Freshmen representatives will be elected at the same time as the 10-12 representatives, but at the Junior High during their 8th grade year, the semester before they come to High School
- Section 5:** The principal of Brazos High School shall be the final authority over all actions of the Student Council.

Article Four: *Qualifications*

Section 1: Any student who wishes to be a member of the Council, either an officer or a class representative shall:

1. Maintain grades of 80% or higher on the report card at the end of each six weeks.
2. Strive to be well organized.
3. Have the ability to work well with others.
4. Maintain 97% attendance at school.
5. Be punctual to school, (no more than three tardies) to class, and to Council meetings.
6. Cannot have more than one write up

Section 2: Meetings will be held with all Council students during the second and fourth week of the month, all meetings will start at 7:30 am, in a designation decided by the advisor or the principal. During the meeting, students will be informed of the standards for membership on the Council as an officer or a class representative

Article Five: Officers

Section 1: The officers shall be the President, the Vice President, the Secretary, and the Treasurer, and Parliamentarian

Section 2: Process

1. The Student Leader Evaluation Form will be used as the criteria to become class representative on the Brazos High School Student Council.
2. Any student who wishes to be considered for the Council, should request two copies of the Student Leader Evaluation Form from the Student Council Advisor.
3. Both copies of the Student Leader Evaluation Form will be given to a teacher of the student's choice.
4. The forms will be due back to the Council sponsor the last Friday in April.
5. The Council Advisor and the principal will review the Student Leader Evaluation Forms. All students who qualify to seek membership on the Council will attend a meeting during the 1st Wednesday in May to discuss the election process and the guidelines for campaigning.

Section 3: Officer Duties President:

- ☐ Develop the Agenda and Lead all meetings
- ☐ Give assistance, guidance, and praise
- ☐ Act as a facilitator during discussion
- ☐ Maintain frequent contact with faculty and administration
- ☐ Work with advisor on all planning
- ☐ Participate in student council sponsored activities/events

Vice President:

- ☐ Work closely with President
- ☐ Assume President's duties when needed
- ☐ Work with President and Treasurer in preparing calendar and budget
- ☐ Assist the President in preparing meeting agendas
- ☐ Coordinates the work of all committees

Treasurer:

- ☐ Oversee council expenses and revenues
- ☐ Maintain an accurate and detailed financial record
- ☐ Give monetary advice to the council
- ☐ Authorize payment/deposits
- ☐ Work with President and Vice President in preparing calendar and budget

Secretary:

- ☐ Keep an account of minutes at every meeting
- ☐ Keep an accurate account of attendance at every meeting
- ☐ Help maintain student council files
- ☐ Maintain contact information for people who work with the council
- ☐ Responsible for "Thank You" cards

Parliamentarian

- ☐ Attend all student council events.
- ☐ Work with President with proper meeting procedures.
- ☐ Must learn and teach the student council about Robert's Rules of Order for meetings.

Section 4: The term of office will be for the school year for which the officer was elected.

Section 5: In the event that the elected officer is unable to fulfill his or her role to which he or she was elected, the student who was first runner-up for the position will fulfill the obligation of that office. If there was no runner-up, the Council will elect one of the class representatives to fill the vacant position.

Section 6: An officer may be placed on probation for a period of six weeks when:

- At the end of the six, the officer's grades are not 80% or higher on the report card.
- Have been absent from two or more meetings.
- Has two or more tardies to school and/or meetings.
- Failure to perform requested/required duties such as:
 - having a prepared officer report ready for each Council meeting.
 - having Council supplies at the meeting
 - failure to complete work on a project more than two times.
- Cannot have more than one write up in the semester.
 - The decision to place an officer on probation will be made by the elected officers with final approval by the Advisor and the Principal.

- While the officer is on probation, his or her office will be filled by the first runner-up for that position. At the end of the semester if the officer has met the qualifications to hold an office on the Council, he or she will be reinstated to that position.

Section 7: Removal from office

If an officer needs to be placed on probation for the second time, the officer may be removed from office by a majority vote of the Student Council with final approval by the Advisor and the Principal.

Article Six: *Class Representatives*

Section 1: Grades 9-12 shall have five representatives for each class. Grades 10-12 will elect on the first week of May, and grade 9 will be elected the second week of the new school year.

Section 2: Process

- The Student Leader Evaluation Form will be used as the criteria to become a class representative on the Brazos High School Student Council.
- Any student in grades 9-12 who wishes to be considered for class representative on the Council, will complete the Student Leader Evaluation Form from the Student Council Advisor.
- The forms will be due back to the Council Advisor no later than a date during third week of school.
- The Council Advisor and the Principal will review the Student Leader Evaluation Forms. All students who qualify to seek to be a homeroom representative on the Council will attend a meeting to discuss the election process.

Section 3: (Term of office) The term of office will be the school year for which the class representative was elected.

Section 4: In the event that the elected representative is unable to fulfill his or her role to which he or she was elected, the student who was the runner-up in the election will fulfill the obligation of that representative.

Section 5: A representative may be placed on probation for a period of six weeks when:

- At the end of the six, the representative grades are not 80% or higher on the report card.
- Have been absent from two or more meetings.
- Has two or more tardies to school and/or meetings.
- Failure to perform requested/required duties such as:
 - o having a prepared officer report ready for each Council meeting.
 - o having Council supplies at the meeting
 - o failure to complete work on a project more than two times.

- Cannot have more than one write up in the semester.
 - The decision to place a representative on probation will be made by the elected officers with final approval by the Advisor and the Principal.
 - While the representative is on probation, his or her office will be filled by the first runner-up for that position. At the end of the six weeks if the officer has met the qualifications to hold an office on the Council, he or she will be reinstated to that position.

Article Seven: *The Election Process*

Section 1: Election of Student Council officers and class representatives shall take place during the first week of April for 10-12 grade, and 9th graders will be elected in their eighth grade year the semester before they come to the High School, during the same time as the High School elects their representatives.

Section 2: The principal and the sponsor will have the right to limit the number of candidates for each position.

For example: Three students will be permitted to run for each office on the Council. In the event that there are more than three students who wish to run for the office, the three students with the best scores on the Student Leader Evaluation Form will be chosen. The Advisor and the Principal will have the final approval of the candidates.

Section 3: Campaigning guidelines for Student Council officers:

- Campaigning will be permitted up to five days before the election.
- Campaign posters may be displayed in a designated area on campus.
- Campaigning for officer positions is not to interfere with the instructional day.
- Each candidate will be permitted to make one poster. No larger than a standard poster size: 18"x24". They will be posted in a place designated by the principal and Council sponsor.
- No candidate will be permitted to distribute any articles such as candy, gum, or other monetary items.
- Candidates will be permitted to ask students to support their candidacy by wearing paper campaign tags.

Section 4: Campaigning will be done in the last week of April, and the voting will be done during the first week of May. Voting will be done by secret ballot in a central location on the campus. Results will be announced as soon as the voting is complete and the ballots are tallied.

Section 5: When determining the winner in any election, there should be at least a 5% margin of the total voter enrollment between the first place candidate and the candidate in second place.

(Example: If the total voter enrollment is 100, there should be at least a margin of 5 votes between the candidate in first place and the candidate in second place.) If a margin of less than 5% occurs, there should be a run-off with the candidate receiving the most votes declared the winner.

Article Eight: *Meetings*

Section 1: Student Council meetings shall take place twice a month, on the second and fourth Wednesdays of the month at 7:30am. An agenda shall be prepared and handed out to each member of the Council at each meeting. Student Council members may initiate agenda items. All items for the agenda must be submitted to the President, Advisor, or Principal two days before each meeting. Additional agenda items may be added at the beginning of each Council meeting by a majority vote of Council members. If a quorum (half of Council members plus one) is not present for a meeting, no Council action may be voted upon.

Article Nine: Voting Procedures and Rules

- Section 1:** Each officer and each representative shall have one vote. The President votes only in case of a tie.
- Section 2:** All motions require a second; all motions require a majority vote of the Council members for passage.
- Section 3:** Robert's Rules of Order, Revised Edition shall be the authority on any question of parliamentary procedure.
- Section 4:** Any and all actions of the Brazos Student Council are not official until approved by the Principal.

Article Ten: Amending the Constitution

Section 1: An amendment to the Constitution may be proposed and discussed at a regular meeting of the Student Council. A 2/3 vote is required to accept the amendment. The proposed amendment will be presented to the faculty and administration for discussion. The proposed announcement will be adequately publicized two weeks before the vote is held. A 2/3 vote is required by the Student Council to carry the amendment. Upon passage, it will be added to the existing constitution.

Article Eleven: Ratifying the Constitution

Section 1: The ratification by a majority of the Student Council in a general vote shall be sufficient for the establishment of this Constitution as the governing instrument for Brazos High School Student Council

BRAZOS HIGH SCHOOL STUDENT COUNCIL – GENERAL INFORMATION

Committees:

Executive Committee: officers

Election Committee: Plans and organizes school-wide elections

Project Committees:

Drugs, Alcohol, Safety & Health

Red Ribbon Week, No Bullying Campaign, Suicide Awareness

Pride and Patriotism

Homecoming Activities, Veterans Day Activities, Gift Exchanges at Football

Games

Community Service

Brazos Big Event

Student & Faculty Morale

Staff Appreciation, Awards Activities, Powder Puff Game, Teacher Pals

Fundraising

Breakfast with Santa, Spring Dance

Media

Remind 101, Facebook, Twitter, Publicity

Time Line –

Announcements about running for Student Council (September)

Student Leader Evaluation Form due to Advisor by September

Teacher's Evaluation due by September

Student Notification of eligibility to run. September

Campaign –

Election: October

Red Ribbon Week (October)

Homecoming Week
Bullying Prevention Month (October)
Veterans Day (November 11)
Powder Puff
Breakfast with Santa
Teacher Appreciation (May)
Brazos Big Event

Meetings: 7:30 am - Library
October dates TBD
November dates TBD
December dates TBD
January dates TBD
February dates TBD
March dates TBD
April dates TBD
May dates TBD

Student Leader Evaluation Form
Brazos High School Student Council

I, _____, request the following teachers to submit an evaluation of my competency to be an active, participating member of the Brazos High School Student Council:

1. _____
2. _____

Furthermore, I understand I do not have a right to review the evaluation before or after it is submitted. I also understand the evaluation will be used to determine those candidates who will participate in the election of grade-level representatives.

Student Signature

Date

Brazos High School
Speech and Debate Handbook
Mrs. Rachel Divin, Sponsor

PHILOSOPHY OF THE BRAZOS HIGH SCHOOL SPEECH TEAM

ETHICS AND STANDARDS – Students on the Brazos Speech Team are to uphold the highest ethical standards, in the classroom, in the community and in competition. Unethical behavior by one person reflects upon the entire group. An ethical reputation is difficult to earn and easy to lose. Good character is the most important thing we teach. Both attitude and behavior reflect good character. Members of the Brazos Speech Team are to conduct themselves in a professional, mature manner at all times. This attitude should be reflected in case construction, as well (Example: All cards must be properly documented). Members of the Speech Team will adhere to the BHS Code of Conduct. Any problems which arise should be taken directly to the coaches.

SELF-DISCIPLINE – Hard work and self-discipline are essential to success. *Talent is no substitute for dedication to the task.* The only way to reach your potential is to continually strive to do your best. You will be asked to give more than your best. Talented individuals who fail to maximize their potential are wasting everyone's time and resources. Speech and Debate require individual motivation and attention to tasks.

GRADES AND ATTITUDE – Your work outside of the Speech Team is extremely important. Team members should strive to maintain high grades and demonstrate a good attitude in other classes. You are responsible for any work missed when you attend a tournament. It is best to make arrangements with your teachers in advance. Students should be aware of state and local guidelines regarding grades, attendance and eligibility. Schoolwork comes before Speech. At the same time, students should not compromise their work with the team because they are behind in their studies. We have the top students in the school – let's keep it that way!

TEAM UNITY – Team unity is an essential part of the Brazos Speech Team. We will become like a family. In order to function as a member of the team, you must accept and work with other members. We "squad" evidence, critique interpretations and help other members of the team as much as possible. Materials (supplies, label makers, research, etc.) should not be used without the permission of the owner (This includes coaches' possessions!). *Arrogance, selfishness, ingratitude and other boorish behaviors have no place on our team and will not be tolerated.* Varsity members should be willing to share their expertise with the novice team members and will frequently be asked to take the role of mentor. Novices should be willing to assist varsity members as needed. You should ALWAYS cheer for BHS teams, as well as other district schools.

EDUCATIONAL EXPERIENCE – Speech & Debate tournaments are designed to be educational experiences. Winning is fun, but it is not the only goal. Students who are interested in winning at all costs should find another activity. We WILL win because we are prepared, have

worked hard, and have learned from our mistakes. Students should continue to work on improving their own skills no matter what their record is. All research material and argument construction must meet guidelines established by the coaches.

EVENTS – The skills you learn in one event will often enhance your work in another event. ALL events are worthwhile. We want our team to have a reputation for being successful in EVERY event.

GOOD SPORTSMANSHIP – The purpose of speech and debate is to promote education. Winning is desirable; however, losing is beneficial also. The student should learn from mistakes made in a round. BHS team members are NOT to argue with a judge. EVER! Good sportsmanship is to be demonstrated at all times. If the student is unable to be a good sport, the student's status on the team will be reevaluated.

NOVICE/SENIOR AND VARSITY DESIGNATIONS – All members of the Brazos Speech Team are important. However, certain designations become necessary when determining tournament participation. If a student competes in an event in which they have competed in a previous year of high school, they will no longer be in the Novice division in that event or a similar event. For example, if you compete in Prose your freshman year and then decide to do Poetry your sophomore year, you will not do Novice Poetry. If you do only Poetry and Extemp your freshman year and then decide to do CX Debate your sophomore year, you may be Novice. Please understand that students may be moved to the Senior division in the spring even if it is still their first year in order to prepare for District. There are no Novice and Senior divisions at District and beyond. Varsity distinction is at the coach's discretion and depends on factors such as participation in previous years as well as performance at tournaments and the level of work and commitment shown by the student in and out of class. Classification is not necessarily a determining factor and students may lose varsity designation based on the above considerations. Competing in Senior divisions does not automatically mean that a student is considered to be Varsity.

TOURNAMENT PARTICIPATION – All members of the Brazos Speech Team are expected to participate in tournaments. Although you may participate in all tournaments we attend, students will be required to participate in at least 2 per year during the competition season. Failure to attend these tournaments will result in a forfeit on the UIL Competition Team. Additionally, if a student is not dressed according to the standards (see guidelines), he/she will not be allowed to participate at that tournament and will be responsible for reimbursing any drop fees, food money, etc. for that tournament. Ranking upon tournament entry will be at the coach's discretion. Students who sign up for a tournament and then drop after the drop deadline will be responsible for paying the fees associated with that drop!

BRAZOS SPEECH TEAM 2022-2023

Name _____

Grade _____

Date _____

We have read the Philosophy and Expectations, Student/Parent Agreement, Tournament and Travel Rules and Dress Code of the Brazos Speech Team and we understand and accept the requirements for being on the team. We also understand that failure to fulfill these requirements may result in forfeiture of tournament slots and/or suspension/dismissal from the team. We will complete and return a BHS permission slip.

Student Signature

Parent Signature

SPEECH DRESS CODE FOR TOURNAMENTS

LADIES:

1. Dress suits or pant suits are preferred. (*Dress suits should be knee length skirt, matching jacket, and solid nice shirt*)
2. Hair should be pulled out of the face.
3. No excessive make-up.
4. Clothing should be modest (*no cleavage, avoid tight clothing and high skirts – knee length is about the highest your skirt should go*)
5. If you are in CX try to coordinate outfits with partner. You don't have to be twinkies, but don't clash.
6. If a skirt is worn, you **MUST** wear pantyhose. They must be neutral (*close to skin tone*).
7. Shoes must match the hem of your skirt or pants or be a neutral color.
8. Close toed shoes are required.
9. No excessive jewelry including piercings other than ears should be seen.
10. **ALWAYS** wear appropriate underclothing but we should not see it.

GENTLEMEN:

1. Suits are preferred. (*Required for district competition and beyond*)
2. Khakis, button up shirt, tie, and jacket is acceptable for beginning competitors prior to district, but not recommended.
3. Dress shoes are a must – This does not include new black tennis shoes. Dress boots are acceptable.
4. Hair should not **EVER** be in your face (*eyes*)! This includes facial hair (*i.e. clean-shaven*).
5. Wear an undershirt and any other appropriate undergarments.
6. Socks should match your pants.
7. Ties should not have anything on them other than a **VERY** mild print or pattern (*not pictures*).

Remember, the key is to look professional but not distracting. The judges need to be listening to you not studying your clothes.

When in doubt, run it by me. Pictures are helpful. I would suggest that if you are shopping and come across an outfit that you are unsure about, text me with a picture.

TIP: Goodwill and resale shops often have excellent choices.

BRAZOS HIGH SCHOOL SPEECH/DEBATE STUDENT/PARENT AGREEMENT

The Brazos High School Speech team is an honor organization created to give students the opportunity to build communication, responsibility, argumentation, and persuasion skills while in high school. As part of this objective, students will be required to attend tournaments out of town during the course of the semester. These tournaments will primarily be held on Saturday. Your inclusion on the district team is determined by your performance at these invitational meets so the more you attend, the better your chances are likely to be. Parents and their student should look at the schedule now to determine which tournaments the student will attend.

Parents should understand that whether at Brazos High School or at another school for a tournament, students are bound by the BHS Code of Conduct as outlined in the Student Handbook. In addition, students will be held to a high standard of moral and ethical behavior consistent with any representative of Brazos High School. Also refer to the BHS Speech Team Philosophy for additional guidelines. While at tournaments, students will be speaking, interpreting, debating or observing while instructors and other adult chaperones will be judging in other parts of the school. While the students and adults will be at one central location, students will not be constantly supervised while on tournaments. Any violation of the school code of conduct, leaving the premises without permission, damage to own or others' property, or behavior not consistent with an ethical representative of Brazos High School may result in immediate dismissal from the team (*which includes having a parent come and pick them up from the tournament*) and school punishment.

While we are pleased with the honor that our students have shown to our school and other schools while on trips, we must inform students and parents of the expectation the team and the school has for their behavior at and away from school. Please assist us by reinforcing these expectations at home.

If you believe that your student should have the privilege of participating in speech trips and possesses the moral, ethical, and responsible character required on these trips, please sign below to indicate your understanding of the requirements in participation. There is also a line for the student to sign indicating understanding and an agreement to abide by these rules and behavior guidelines.

I will send home a permission slip for each trip with information about the trip. Please read this with your student as it often contains important information on times, locations, etc.

Also, we often get back rather late from tournaments (*midnight – 1:00 A.M.*) which are usually late fall, early spring. I give students an estimate of when we will be home; however, since I am not running the tournament that is ONLY an estimate. Most students have cell phones and all have access to my cell phone. Many parents would rather not be called when their child has their own vehicle to transport them back home; however, if you would like for your child to contact you when we leave the tournament or get close to home, please make sure that they know this. Each trip I will do an "All Call" before we leave and as we get close to home to call. Many call voluntarily but I don't MAKE children call.

If you have any questions, please feel free to email me at rdivin@brazosisd.net.

Thank you for your assistance,

parent signature

student signature

We are sending 2 copies home. Please keep one so that you have a copy of the agreement as well as our contact information.

Brazos High School Student Council

Article One: *Name of Organization*

The name of this organization shall be the Brazos High School Student Council, herein after called the Council, in this constitution.

Article Two: *Purpose*

The purpose of the Council shall be to:

1. Strive for good citizenship.
2. Strive for academic excellence.
3. Respect all individuals in the school and community.
4. Involve all students in sharing ideas to make our school the best it can be.
5. Help all students work together in our school.
6. Give all students practice in democracy in action.
7. Help other citizens and groups in our community.

Article Three: *Membership*

Section 1: All students from grades 9-12 shall have the opportunity to apply, to vote, and to offer ideas to the for Council action.

Section 2: The members of the Student Council shall be the students from Grades 9-12 who are elected by their peers, the advisor, and the Principal.

Section 3: The officers shall be elected from grades 9-12. The officers shall be defined as the President, the Vice President, the Secretary, Parliamentarian, and the Treasurer.

President: can only be elected as a senior

Vice President: can only be elected as a Junior or a Senior

Treasurer, Parliamentarian, Secretary: can be elected as a Sophomore, Junior, Senior

All officers shall be in required grade by the next school year, ex. 2015-2016 you are a Junior, if you are running for President, you should be a senior in the 2016-2017 school year

Section 4: Each grade will elect three representatives; these are not included in the officers elected.

Freshmen representatives will be elected at the same time as the 10-12 representatives, but at the Junior High during their 8th grade year, the semester before they come to High School

Section 5: The principal of Brazos High School shall be the final authority over all actions of the Student Council.

Article Four: Qualifications

Section 1: Any student who wishes to be a member of the Council, either an officer or a class representative shall:

1. Maintain grades of 80% or higher on the report card at the end of each six weeks.
2. Strive to be well organized.
3. Have the ability to work well with others.
4. Maintain 97% attendance at school.
5. Be punctual to school, (no more than three tardies) to class, and to Council meetings.
6. Cannot have more than one write up

Section 2: Meetings will be held with all Council students during the second and fourth week of the month, all meetings will start at 7:30am, in a designation decided by the advisor or the principal. During the meeting, students will be informed of the standards for membership on the Council as an officer or a class representative

Article Five: Officers

Section 1: The officers shall be the President, the Vice President, the Secretary, and the Treasurer, and Parliamentarian

Section 2: Process

1. The Student Leader Evaluation Form will be used as the criteria to become an officer or class representative on the Brazos High School Student Council.
2. Any student who wishes to be considered for the Council, should request two copies of the Student Leader Evaluation Form from the Student Council Advisor.
3. Both copies of the Student Leader Evaluation Form will be given to a teacher of the student's choice..
4. The forms will be due back to the Council sponsor the last Friday in April.
5. The Council Advisor and the principal will review the Student Leader Evaluation Forms. All students who qualify to seek membership on the Council will attend a meeting during the 1st Wednesday in May to discuss the election process and the guidelines for campaigning.

Section 3: Officer Duties

President:

- Lead all meetings
- Give assistance, guidance, and praise
- Act as a facilitator during discussion
- Maintain frequent contact with faculty and administration
- Work with advisor on all planning
- Participate in student council sponsored activities/events

Vice President:

- Work closely with President
- Assume President's duties when needed
- Work with President and Treasurer in preparing calendar and budget
- Assist the President in preparing meeting agendas

Treasurer:

- Oversee council expenses and revenues
- Maintain an accurate and detailed financial record
- Give monetary advice to the council
- Authorize payment/deposits
- Work with President and Vice President in preparing calendar and budget

Secretary:

- Keep an account of minutes at every meeting
- Keep an accurate account of attendance at every meeting
- Help maintain student council files
- Maintain contact information for people who work with the council
- Responsible for "Thank You" cards

Parliamentarian

- Attend all student council events.
- Work with President with proper meeting procedures.
- Must learn and teach the student council about Robert's Rules of Order for meetings.

Section 4: The term of office will be for the school year for which the officer was elected.

Section 5: In the event that the elected officer is unable to fulfill his or her role to which he or she was elected, the student who was first runner-up for the position will fulfill the obligation of that office. If there was no runner-up, the Council will elect one of the class representatives to fill the vacant position.

Section 6: An officer may be placed on probation for a period of six weeks when:

- At the end of the six, the officer's grades are not 80% or higher on the report card.
- Have been absent from two or more meetings.
- Has two or more tardies to school and/or meetings.
- Failure to perform requested/required duties such as:
 - having a prepared officer report ready for each Council meeting.
 - having Council supplies at the meeting
 - failure to complete work on a project more than two times.
- Cannot have more than one write up in the semester.
 - The decision to place an officer on probation will be made by the elected officers with final approval by the Advisor and the Principal.
 - While the officer is on probation, his or her office will be filled by the first runner-up for that position. At the end of the semester if the officer has met the qualifications to hold an office on the Council, he or she will be reinstated to that position.

Section 7: Removal from office

If an officer needs to be placed on probation for the second time, the officer may be removed from office by a majority vote of the Student Council with final approval by the Advisor and the Principal.

Article Six: *Class Representatives*

Section 1: Grades 9-12 shall have three representatives for each class. Grades 10-12 will elect on the first week of May, and grade 9 will be elected the second week of the new school year.

Section 2: Process

- The Student Leader Evaluation Form will be used as the criteria to become a class representative on the Brazos High School Student Council.
- Any student in grades 9-12 who wishes to be considered for class representative on the Council, will complete the Student Leader Evaluation Form from the Student Council Advisor.
- The forms will be due back to the Council Advisor no later than a date during third week of school.
- The Council Advisor and the Principal will review the Student Leader Evaluation Forms. All students who qualify to seek to be a homeroom representative on the Council will attend a meeting to discuss the election process.

Section 3: (Term of office) The term of office will be the school year for which the class representative was elected.

Section 4: In the event that the elected representative is unable to fulfill his or her role to which he or she was elected, the student who was the runner-up in the election will fulfill the obligation of that representative.

Section 5: A representative may be placed on probation for a period of six weeks when:

- At the end of the six, the representative grades are not 80% or higher on the report card.
- Have been absent from two or more meetings.
- Has two or more tardies to school and/or meetings.
- Failure to perform requested/required duties such as:
 - o having a prepared officer report ready for each Council meeting.
 - o having Council supplies at the meeting
 - o failure to complete work on a project more than two times.
- Cannot have more than one write up in the semester.
 - The decision to place a representative on probation will be made by the elected officers with final approval by the Advisor and the Principal.
 - While the representative is on probation, his or her office will be filled by the first runner-up for that position. At the end of the six weeks if the officer has met the qualifications to hold an office on the Council, he or she will be reinstated to that position.

Article Seven: *The Election Process*

Section 1: Election of Student Council officers and class representatives shall take place during the first week of April for 10-12 grade, and 9th graders will be elected in

their eighth grade year the semester before they come to the High School, during the same time as the High School elects their representatives.

Section 2: The principal and the sponsor will have the right to limit the number of candidates for each position.

For example: Three students will be permitted to run for each office on the Council. In the event that there are more than three students who wish to run for the office, the three students with the best scores on the Student Leader Evaluation Form will be chosen. The Advisor and the Principal will have the final approval of the candidates.

Section 3: Campaigning guidelines for Student Council officers:

- Campaigning will be permitted up to five days before the election.
- Campaign posters may be displayed in a designated area on campus.
- Campaigning for officer positions is not to interfere with the instructional day.
- Each candidate will be permitted to make one poster. No larger than a standard poster size: 18"x24". They will be posted in a place designated by the principal and Council sponsor.
- No candidate will be permitted to distribute any articles such as candy, gum, or other monetary items.
- Candidates will be permitted to ask students to support their candidacy by wearing paper campaign tags.

Section 4: Campaigning will be done in the last week of April, and the voting will be done during the first week of May. Voting will be done by secret ballot in a central location on the campus. Results will be announced as soon as the voting is complete and the ballots are tallied.

Section 5: When determining the winner in any election, there should be at least a 5% margin of the total voter enrollment between the first place candidate and the candidate in second place.

(Example: If the total voter enrollment is 100, there should be at least a margin of 5 votes between the candidate in first place and the candidate in second place.) If a margin of less than 5% occurs, there should be a run-off with the candidate receiving the most votes declared the winner.

Article Eight: Meetings

Section 1: Student Council meetings shall take place twice a month, on the second and fourth Wednesdays of the month at 7:30am. An agenda shall be prepared and handed out to each member of the Council at each meeting. Student Council members may initiate agenda items. All items for the agenda must be submitted to the President, Advisor, or Principal two days before each meeting. Additional agenda items may be added at the beginning of each Council meeting by a majority vote of Council members. If a quorum (half of Council members plus one) is not present for a meeting, no Council action may be voted upon.

Article Nine: Voting Procedures and Rules

- Section 1:** Each officer and each representative shall have one vote. The President votes only in case of a tie.
- Section 2:** All motions require a second; all motions require a majority vote of the Council members for passage.
- Section 3:** Robert's Rules of Order, Revised Edition shall be the authority on any question of parliamentary procedure.
- Section 4:** Any and all actions of the Brazos Student Council are not official until approved by the Principal.

Article Ten: Amending the Constitution

- Section 1:** An amendment to the Constitution may be proposed and discussed at a regular meeting of the Student Council. A 2/3 vote is required to accept the amendment. The proposed amendment will be presented to the faculty and administration for discussion. The proposed announcement will be adequately publicized two weeks before the vote is held. A 2/3 vote is required by the Student Council to carry the amendment. Upon passage, it will be added to the existing constitution.

Article Eleven: Ratifying the Constitution

- Section 1:** The ratification by a majority of the Student Council in a general vote shall be sufficient for the establishment of this Constitution as the governing instrument for Brazos High School Student Council.

Yearbook
Brazos High School
Mrs. Rachel Divin
(979) 478-6018
rdivin@brazosisd.net

Yearbook is an elective course that gives students marketable experience in print media publishing

Staff Responsibilities

- ❖ Compose, construct, and edit all elements of the digital yearbook layout including text, graphic art, and digital photographs
- ❖ Photograph campus and district events
- ❖ Assist commercial photographers on campus
- ❖ Sell yearbooks
- ❖ Design advertising
- ❖ Disseminate yearbook order forms
- ❖ Clerical operations
- ❖ Make announcements
- ❖ Maintain signs
- ❖ Conduct student polls
- ❖ Meet deadlines
- ❖ Observe and follow copyright law
- ❖ Observe and follow media law

Photography

- ❖ Students will take digital photos using school equipment
- ❖ Any photos taken while representing yearbook are the property of Brazos ISD
- ❖ Do not take personal pictures while working as a yearbook photographer
- ❖ Students may be responsible for taking photos before or after school

Use of technology (digital cameras, computers, software, etc.):

- ❖ Students are expected to use equipment responsibly.
- ❖ No consumption of food or drink will be tolerated around computers.
- ❖ Students are responsible for the camera checked out to them. Camera use agreement is attached

Absences

Deadlines must be met. Students who are absent are responsible for submitting their work on time regardless of attendance situation.