

Brackett Secondary Schools

Brackett High School

Brackett Junior High School

2015-2016



Student Handbook

BRACKETT I.S.D. MISSION STATEMENT

The mission of BISD, in partnership with parents and community, is to enable all students to be safe and obtain the knowledge, desire and integrity to pursue meaningful and productive lives.

PLEDGE OF ALLEGIANCE TO THE UNITED STATES OF AMERICA FLAG

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

PLEDGE OF ALLEGIANCE TO THE TEXAS STATE FLAG

Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.

THE AMERICAN CREED

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed, a democracy in a republic, a sovereign Nation of many sovereign States, a perfect union, one and inseparable, established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes. "I therefore believe it is my duty to my country to love it, to support it, to support its Constitution, to obey its laws, to respect its flag and to defend it against all enemies." (William Tyler Page; 1917)

BRACKETT SCHOOL SONG

Far above Las Moras River
On a hallowed site,
Stands our noble
Brackett High School
Bathed in golden light.
Lift the chorus, speed it onward
Over hill and dale
Hail to thee,
Beloved old high school
Brackett High School Hail!

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Theresa Quiroz - Vice President

Donna Schuster- Secretary

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Jesse Terrazas Jr.

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Handbook Includes

Preface

Table of Contents

Section I – Parental Rights /Student Information and Required Notices

Section II – Student Groom and Dress Code

Section III– Academics

Section IV – Secondary Grading Policy

Section V- Internet/Technology Safety Policy

Section VI- Student Code of Conduct

Section VII – Extracurricular Code of Conduct

Section VIII- Cheerleading Guidelines

Section IV– Athletic Policy

Section X– Drug Testing Policy

Glossary

Preface

To Students and Parents: Welcome to school year 2015-2016

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

The Brackett Secondary School Student Handbook is designed to provide **a resource for some of the** basic information that you and your child will need during the school year. We encourage you to take some time to closely review all sections of the handbook and become familiar with policies and procedures. In an effort to make it easier to use, the handbook is divided into sections:

Section I—PARENTAL RIGHTS/STUDENT INFORMATION AND REQUIRED NOTICES - with notices that the district must provide to all parents, as well as other information to assist you in responding to school-related issues.

Section II—ACADEMIC INFORMATION -organized by topic and is information on specific academic issues.

Section III – Groom and Dress Code – gives guidelines, specific areas for boys and girls grooming and dress, as well as procedures for violations. It is really important for parents and students to be aware of what is allowed to be worn to school so please read carefully.

Section IV – Grading Policy – gives policy and procedures for grading at the secondary level.

Section V – Internet/Technology Information and Policy -provides district technology, network and electronic device information as well as the district internet policy.

Section VI – Student Code of Conduct – Both students and parents should become familiar with the Brackett ISD *Student Code of Conduct*, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning.

Section VII – Cheerleading Guidelines– document pertaining to the procedures, policy, and expectations set for those that participate as a BHS or BJHS cheerleader or mascot.

Section VIII – Extracurricular Code of Conduct – Participation in extracurricular activities is a privilege, not a right. The demands and responsibilities require participants to commit time and effort while maintaining high standards of conduct. The **Extracurricular Code of Conduct** explains those demands and responsibilities that are required to participate in any extracurricular activity at BISD.

Section IX – Drug Testing Policy - School Board Policy addressing drug testing procedures for Brackett ISD

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

The student handbook is designed to be in harmony with board policy and the *Student Code of Conduct*. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules

that affect student handbook provisions will be made available to students and parents through newsletters and other communications.

In case of conflict between board policy or the *Student Code of Conduct* and any provisions of the student handbook, the provisions of board policy or the *Student Code of Conduct* that were most recently adopted by the board are to be followed.

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

Also, please complete and return to your child's campus the required forms provided in the forms packet given to your child. Which include:

- 1. Acknowledgment Form;**
- 2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;**
- 3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities;**

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the school office or online at www.brackettisd.net

Table of Contents

Section I

Parental Rights/Student Information and Required Notice.....	11
Statement of Nondiscrimination	11
Parental Involvement	11
Parental Rights.....	12
Consent, OPT-Out and Refusal Rights	12
Consent to Conduct a Psychological Evaluation	13
Consent to Display a Student's Original Works and Personal Information	13
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14	13
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law	13
Prohibiting the Use of Corporal Punishment	13
Limiting Electronic Communication with Students by District Employees	14
Objecting to the Release of Directory Information	14
Objecting to the Release of Student Information to Military Recruiters	14
Participation in Third Party Surveys	14
Removing A Student from Instruction.....	15
Human Sexuality Instruction	15
Reciting a Portion of the Declaration of Independence	16
Reciting the Pledges to the U.S. and Texas Flags.....	16
Religious or Moral Beliefs.....	16
Tutoring or Test Preparation	17
Right to Access to Student Records, Curriculum Materials, and District Records	17
Students With Exceptionalities or Special Circumstances	20
Children of Military Families	20
Multiple Birth Siblings	20
Safety Transfers/Assignments	21
Service/Assistance Animal Use of Students	21
Students in the Conservatorship of the State (foster care).....	21
Students Who are Homeless	21
Students Who Have Learning Disabilities or Need Special Education Services.....	22
Students Who Receive Special Education Services with Other School-Aged Children in the Home.....	22
Students Who Speak a Primary Language Other Than English	22
Students With Physical or Mental Impairments Protected Under Section 504	23
Other Parent/Student Information	23
Attendance (Compulsory and for Credit)	23
Absences	23
Freedom From Bullying.....	26
Child Sexual Abuse.....	26
Complaints/Concerns	27
Conduct	27
Bullying/Taunting	27
Corporal Punishment	27

Disruptions.....	28
Food/Drink in classrooms	28
Harassment.....	29
Social Events.....	29
Contagious diseases/Conditions.....	29
Dating Violence	30
Discrimination.....	30
Retaliation	31
Reporting Procedures.....	31
Investigations	31
Distribution of Published Materials	32
Electronic Devices and Technology Resources	33
Extracurricular Clubs and Organizations.....	34
Standards of Behavior.....	35
Football Game Policy	36
Fees	37
Fundraising	37
Gang Free Zone.....	38
Hazing	38
Health Related Matters	38
Bacterial Meningitis.....	38
Immunizations.....	39
Medicine at School	40
Physical Activity –JH students	40
Physical Exams	41
Physical Fit Assessment.....	41
SHAC.....	41
Asbestos	41
Pest Management	41
Steroids	42
Tobacco and E-Cigarettes	42
Food Allergies.....	42
Head Lice	42
Homeless.....	43
Law Enforcement.....	43
LEP	44
Pledges and Moment of Silence.....	45
Prayer	45
Release of Students	45
Safety	46
Standard Response Protocol	47
Emergency	48
School Facilities.....	48
Cafeteria.....	48
Before/After School	50
Library.....	50
Searches	51
Desks/Lockers.....	51
Trained Dogs.....	51

Vehicles.....	51
Parking	51
Student Speakers	52
Tardiness –Policy.....	52
Transportation	52
Vandalism	53
Video Cameras.....	53
Visitors to School.....	54
Withdraw from School.....	54

Section II

Groom and Dress Code	55
General Guidelines.....	55
Boys	55
Girls.....	56
Violations.....	56
Procedures	56

Section III

Academic Information.....	57
Academic Programs	57
Awards and Honors.....	57
Career and Technology Programs.....	57
Class Rank/Top 10%.....	57
Schedule Changes	57
Valedictorian/Salutatorian	58
Pre-AP/AP Courses.....	59
Class Rank –Junior High	59
Pass/Fail Options	59
State Scholarships and Grants.....	59
Class Schedule	60
College and University Admin	60
College Credit Courses	61
Dual Credit.....	61
Correspondence Courses.....	62
Counseling – Academic	62
Course Credit	63
Credit by Exam	63
Distance Learning	63
Grade Classification.....	64
Graduation.....	64
Grad Programs	65
Minimum, Recommended and Distinguished.....	65
Foundation	67
Certificate of Coursework.....	68
Activities	68
Expenses	68
State Scholarships and Grants.....	69
Students with Disabilities	69

Junior High Promotion and Graduation	69
Limited English Proficient Students	70
National Honor Society.....	70
Promotion and Retention	71
Report Cards/Progress Reports and Conferences	72
Special Programs	72
Standardized Testing STAAR/EOC	73
Cell Phones During Testing	74
TSI.....	74

Section IV

Grading Policy	75
Grade Guidelines	76
General Conduct	76
Grading Standards by Department.....	76
Homework Guidelines	77
Special Education.....	78
Make Up Work	80
Promotion/Retention	81
Report Cards/Progress Reports	82

Section V

Internet/Technology Safety and Policy	83
Computer Resources.....	83
BISD Internet Access/Policy	83
BISD Network	84
Privileges	84
Network Etiquette.....	84
Reliability	85
Security.....	85
Vandalism.....	85
Updating User Information.....	85
Exceptions of Terms and Conditions	85
Electronic Devices/Technology Resources	86

Section VI

Student Code of Conduct	87
General Conduct Violations	88
Disregard for Authority	88
Mistreatment of Others.....	88
Property Offenses	89
Possession of Prohibited Items	89
Possession of Telecommunications	90
Illegal, Prescription, and Over-the-Counter Drugs.....	90
Misuse of Computers and the Internet.....	90
Safety Transgressions.....	91
Discipline Management Techniques	91
Students with Disabilities	91
Techniques.....	92
Notification.....	92

Appeals	92
Removal from the Regular Educational Setting.....	93
Returning Student to Classroom.....	93
Out-of-School Suspension.....	94
Disciplinary Alternative Education Program Placement.....	94
Discretionary Placement in DAEP	95
Mandatory Placement in DAEP	95
Sexual Assault and Campus Assignments.....	96
Emergencies	96
Placement Order	96
Length of Placement.....	97
Exceeds One Year/School Year/60 Days	97
Appeals	98
Restrictions during Placement.....	98
Placement Review	98
Notice of Criminal Proceedings	98
Withdrawal During Process/Newly Enrolled/Emergency Placement	99
Registered Sex Offenders	100
Review Committee/Appeal	100
Hearing and Required Findings/Length of Placement	101
Discretionary Expulsion	102
At School, Within 300 Feet, at a Social Event/Within 300 Ft	102
Mandatory Expulsion/Federal Law/Texas Penal Code	103
Under Age of 10/Emergency/Hearing.....	104
Board Review of Expulsion/Expulsion Order/Length of Exulsion.....	105
Additional Misconduct/Emergency Expulsion.....	106
Code of Conduct Glossary.....	107
Section VII	
Extracurricular Code of Conduct	111
Section VIII	
Cheerleading Guidelines	119
Section IX	
Drug Testing Policy.....	133
Glossary	139

SECTION I: Parental Rights/Student INFORMATION and REQUIRED NOTICES

This section of the Brackett Secondary School Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

STATEMENT OF NONDISCRIMINATION

In its efforts to promote nondiscrimination, Brackett ISD` does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Kevin Newsom 830.563.2491.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Alma Gutierrez 830.563.2491.
- All other concerns regarding discrimination: Kevin Newsom 830.563.2491.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** and **Academic Programs**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 830.563.2491 ext 400 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.**]
- Becoming a school volunteer. [For further information, see policies at GKG and contact Kevin Newsom 830.563.2491.

- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact Kevin Newsom 830.563.2491.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** .]
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PARENTAL RIGHTS

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

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

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

The district will seek parental consent through a written request before making any video or voice recording of your child not otherwise allowed by law.

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline submit a written statement to the campus principal stating this decision (as needed). A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

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

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

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. This directory information will be released to anyone who follows procedures for requesting it.

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

The district has identified the following as directory information:

Brackett I.S.D. has designated the following information as directory information:

1. Student's name
2. address,
3. telephone listing,
4. E-mail address
5. photograph, (may be used in all district publications including website)
6. date and place of birth,
7. major field of study
8. degrees, honors, and awards received
9. dates of attendance,
10. grade level,
11. most recent educational institution attended
12. participation in officially recognized activities and sports,
13. weight and height of members of athletic teams

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

Also review the information at **Authorized Inspection and Use of Student Records**.

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

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

Human Sexuality Instruction

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

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

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

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

BIG DECISIONS™, is a program designed to help young people make healthy and informed decisions about sex. BIG DECISIONS™ uses classroom activities to help students learn about healthy relationships and how bodies work. Students learn how sex has consequences, why abstinence is the best choice for teenagers, and how to resist pressure to have sex. They also learn about ways for sexually active people to reduce their chances of pregnancy and STDs-including information about birth control and condoms.

Students in the BIG DECISIONS™ program are expected to attend all the sessions, so they can get the program's full benefit. The lessons will be presented during high school health classes. In order to find out how well the program works to help young people, students will be asked to fill out a questionnaire at the beginning and at the end of the program. The lessons, activities, and questionnaires used in BIG DECISIONS™ are available for you to review in the health classroom or in the school counselor's office.

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

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

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

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

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

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

Religious or Moral Beliefs

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

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

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

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

Instructional Materials

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

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 policy FO(LEGAL) and the Student Code of Conduct.]

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student's parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

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

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

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

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is PO Box 586 Brackettville TX 78832.

The address(es) of the principals' offices are: PO Box 586 Brackettville TX 7883.

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 in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF

GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences**, and **Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office www.brackettisd.net.

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

Additional information may be found at <http://tea.texas.gov/index2.aspx?id=7995>.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

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

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

[See also **Students in Foster Care** for more information.]

Students Who Are Homeless

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

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

[See also **Homeless Students** for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for 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.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

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

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Alma Gutierrez at 830-563-2491 ex 282.

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

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

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected Under Section 504

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Alam Gutierrez at 830-563-2491.

[Also see policy FB.]

ABSENCES/ATTENDANCE

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

Attendance for Credit

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

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

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

All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed at “Exemptions to Compulsory Attendance” will be considered days of attendance for this purpose. [See policies at FEB.]

- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.

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

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

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

Compulsory Attendance

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

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day. If a student 18 or older has more than five unexcused absences in a semester, however, 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 FEA]

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

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction (termed "accelerated instruction" by the state) assigned by a grade placement committee and basic skills for ninth graders; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

If the student is age 18 or older, the student's parents will not be subject to penalties as a result of their child's violation of state compulsory attendance law. [See policy FEA(LEGAL).]

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- **Service as an election clerk;** and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.

In addition, a junior or senior student's absence of up to two days a senior student's absence of up to two days and a junior student's absence of up to one day related to visiting a college or university may be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

Doctor's Note After An Absence for Illness

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

Medical Absences During School Day

A student will be considered present for funding purposes if the student is temporarily absent due to a documented appointment with a health care professional and that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional. 19 TAC §129.21(k), TEC §25.087(b)

This type of absence will be recorded as an "M" (medical) on student records.

Parent's Note After An Absence for Illness

When a student must be absent from school, the student—upon returning to school—**must bring a note,** signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

Freedom From BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, or is so severe that it creates an intimidating, threatening or abusive educational environment.

Bullying could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI (LOCAL).]

CHILD SEXUAL ABUSE

The district will establish a plan for addressing child sexual abuse, which will be accessible in the 2015-2016 district improvement plan.

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Child Protective Services (CPS). Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school. A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you. As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area.

The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see-

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

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

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's web site at www.brackettisd.net.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a *Student Code of Conduct* that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the *Student Code of Conduct*. Students and parents should be familiar with the standards set out in the *Student Code of Conduct*, as well as campus and classroom rules.

To achieve the best possible learning environment for all students, the *Student Code of Conduct* and other campus rules will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school-sponsored activities.

Bullying or Taunting Behaviors

Students must not participate, either individually or in a group, in bullying or taunting behaviors toward another student. Such behaviors may include repeated teasing or ridicule, name-calling, threats, theft, gossip and rumors, or physical intimidation of any kind. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the Student Code of Conduct.

Corporal Punishment

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

Disruptions of School Operations

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

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

Food and Drink

Students shall not eat or drink in classrooms. Exception: 1) holidays or special occasions, 2) food labs. On these occasions, care should be taken to keep food and drinks away from computers. Students shall not chew gum when on school campuses or facilities.

****All teachers are required to enforce this policy.**

Harassment on the Basis of Race, Color, Religion, National Origin, Disability

Students must not engage in harassment behaviors motivated by race, color, religion, national origin, or disability directed toward another student. Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, principal or designee, or superintendent of schools. A student who believes he or she has been harassed by another student or by a District employee is encouraged to report the incident to the principal or superintendent of schools. The allegations will be investigated and addressed. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the **Student Code of Conduct**. The student or a parent may appeal the decision of the principal regarding the outcome of the investigation in accordance with policy FNG (LOCAL). See also policy FNCL.

Inappropriate Use of Technology

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the **Student Code of Conduct** and may, in certain circumstances, be reported to law enforcement.

Sexual Harassment / Sexual Abuse

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

The District will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify parents of any incident of sexual harassment or sexual abuse by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX coordinator, Superintendent Kevin Newsom.

The student or parent may appeal the decision regarding the outcome of the investigation in accordance with policy FNCJ (LOCAL).

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; anyone leaving before the official end of the event will not be readmitted.

Contagious Diseases/Conditions

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

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, & RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

Dating Violence

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

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

Discrimination

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

Harassment

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

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

Sexual Harassment

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

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

Retaliation

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

Reporting Procedures

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

In the event prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

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

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

Distribution of Published Materials or Documents

Nonschool Materials- from students

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

The principal has designated the high school office as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

Nonschool Materials- from others

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

Prior review will not be required for:

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

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

School Materials

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

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

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

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

If a telephone is confiscated more than three times in a six week period, the student will not be allowed to have a phone on the BISD campus for the remainder of the six weeks.

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

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

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding 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 sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Extracurricular Activities, Clubs, and Organizations

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uil texas.org> for additional information.]

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 25 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- Parents or legal guardians of a student who may be transported, or transport others in privately-owned non District vehicles **MUST** fill out a *Consent For Transportation From Extracurricular Activities form*. This form must be filled out and given to the coach before they leave the school to participate in the event. All information must be filled out including insurance information and signatures. This form may be found online at www.brackettisd.net.

Exceptions may be made when students leave before lunch. Exceptions may also be made when a student advances beyond district level competition.

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 local policy will apply in addition to any consequences specified by the organization's standards of behavior.

In the event that girls and boys are involved in an extracurricular activities and ride in the same vehicle or bus the following rules apply rule applies.

- There will be separation.

Example – Girls will be in the back of the bus and boys will be in the front of the bus. Coaches and Sponsors will sit between the two groups of students.

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

BRACKETT ISD FOOTBALL HOME GAME POLICY

The following guidelines will be implemented at all Brackett ISD Home Games in order to keep all games safe for student and fans.

1. Elementary, Junior High, or High School students may not congregate under the bleachers during the game.
2. Administrators will meet with security members before games on policy rules and enforcement thereof.
3. Students from other schools will not be allowed to congregate under the stands.
4. Any students that are not Brackett ISD students that exhibit any negative behavior will be asked to leave.
5. Any students from Brackett ISD who exhibit negative behavior will be asked to contact parents and leave the stadium.
6. Fighting will not be tolerated. Fighting will result in an automatic suspension from all football games for the remainder of the season. These types of offenses will result in disciplinary action according to the Brackett ISD code of conduct and those actions will be handled according to policy.
7. Foul language or obscene gestures will not be tolerated.
8. Students may not congregate in front of the field house.
9. Once game time has started these rules will be strictly enforced.
10. Administrators (Principals) will be in charge of student sections and can control students going in and out as well as keeping the rails open and clear.
11. Any disciplinary issues will be handled by High School or Elementary Administrators with the same consequences as outlined in the code of conduct handbook.
12. No students will be allowed on the field except those approved as managers for the coaches, photographers for yearbook, school mascot and cheerleaders.
13. Students forgetting their pass will not be admitted for free.
14. Students who purposely cause damage to the facilities or other property during the game will be suspended from all Brackett ISD athletic activities for one year as well as paying any damage they purposely caused. This type of offenses will be handled as vandalism and all disciplinary measures according to the Brackett ISD code of conduct will be enforced.

Fees

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school.
- 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 Superintendent of Schools. [For further information, see policies at FP.]

Fund-Raising

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 10 days before the event.

A maximum of 2 fundraisers per year will be allowed per class. Organizations may hold a maximum of 2 fundraisers per semester, or 4 maximum per year.

State Law does not allow raffles as an approved fundraiser for public schools.

Except as approved by the superintendent fund-raising is not permitted on school property. [For further information, see policies FJ and GE.]

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

Hazing

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

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

[Also see Bullying and policies FFI and FNCC.]

Health-Related Matters

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis?
Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.
- What are the symptoms?
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.
The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- How serious is bacterial meningitis?
If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

Immunizations

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

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization

required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

Medicine at School

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication provided by the parent, along with a written request, and in the original, properly labeled container.
- Medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container.
- Nonprescription medication provided by the parent along with a written request, and in the original, properly labeled container.
- Herbal or dietary supplements provided by the parent if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

In certain emergency situations, the District will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the District's medical advisor and
- When the parent has previously provided written consent to emergency treatment on the District's form.
- A student with asthma who has written authorization from his or her parent and physician or other licensed health-care provider may be permitted to possess and use prescribed asthma medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed asthma medication for use during the school day.
- 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).]

Physical Activity for Students in Junior High School

In accordance with policies at EHAC the district will ensure that students in grades 6-8 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in middle or junior high school shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within a two-week period for at least four semesters.

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

Physical Exams / Health Screenings

All students who are going to participate in sports are required to take a Physical Examination every year.

Psychotropic Drugs

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

"Psychotropic drug" means a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior. It is commonly described as a mood- or behavior-altering substance.[For further information, see policies at FFAC.]

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the campus principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held 4 meetings. Additional information regarding the district's School Health Advisory Council is available from the school nurse. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. See policies at BDF and EHAA.

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

Other Health-Related Matters

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the district's central office. If you have any questions, please contact Superintendent Kevin Newsom.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the campus principal.

Steroids

Parents and students should be aware that state law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Under state law, 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.

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 cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, 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 at FNCD and GKA.]

Food Allergies (All Grade Levels)

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

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

[Also see policy FFAF and **Celebrations**]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Vending Machines

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

Homeless Students

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, the school principal, at 830.563.2491 ext. 400.

Substance Abuse Prevention and Intervention (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

Suicide Awareness (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area.

Law Enforcement Agencies

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 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.

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

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Limited English Proficient Students

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special

programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions.

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC (LEGAL) for more information.]

Prayer

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

Release of Students from School

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

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. No students will be released earlier than 7th period unless they have employment. Employee must send a weekly report to school principal on status of that student's employment.

Safety

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the *Student Code of Conduct*, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- 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.

Standard Response Protocol (SRP)

Brackett ISD safety committee chose to use the SRP as the protocol to use when there is an incident that may need to be treated as an emergency situation. There are four components: Lockout, Lockdown, Evacuate and Shelter. Drills will be done monthly on various components so that teachers, students, and staff members are familiar with and practice each possible situation. The following page is a copy of the guidelines of the system.



Student Safety

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

Lockout - "Secure the Perimeter"

Lockdown - "Locks, Lights, Out of Sight"

Evacuate - "To the Announced Location"

Shelter - "Using Announced Type and Method"

Training

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveuguyz.org>



Lockout Secure the Perimeter

Lockout is called when there is a threat or hazard outside of the school building.

Students:

- Return to inside of building
- Do business as usual

Teachers:

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



Lockdown Locks, Lights, Out of Sight

Lockdown is called when there is a threat or hazard inside the school building.

Students:

- Move away from sight
- Maintain silence

Teachers:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



Evacuate To the Announced Location

Evacuate is called to move students and staff from one location to another.

Students:

- Leave stuff behind
- Form a single file line
- Take the hands of person in front and behind
- Be prepared for alternatives during response.

Teachers:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



Shelter Using the Announced Type and Method

Shelter is called when the need for personal protection is necessary.

Types:

- For Tornado
- For Bomb
- For Hazmat

Methods:

- Drop, Cover and Hold
- And Seal
- In Silence

Students:

- Use Appropriate Method

Teachers:

- Use Appropriate Method
- Take roll, account for students



Emergency Medical Treatment and Information

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

Emergency School-Closing Information

The district can have a delay schedule of one hour or more, or may decide that weather conditions are severe enough to cancel school for the entire day. The day would have to be made up (See school calendar for possible bad weather make-up days). Announcements to be made on: Del Rio Radio KDLK (830) 775-9583, KSAT 12 – ABC San Antonio (Or, you may call the school at 563-2491, extension 570, for a recorded bad weather message.)

SCHOOL FACILITIES

Cafeteria Services

The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. The District follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO.]

Lunch Room Prices: Breakfast	\$ Free for Students
Lunch 6-12	\$2.00
Milk	\$.25
Adults	\$2.75

The District follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO.]

Breakfast is served in the cafeteria starting at 7:30 a.m. If you want your child to eat breakfast at school, see that he/she arrives early enough to be finished eating by 7:55 a.m. Students may bring their lunch or purchase a lunch in the school cafeteria.

Meals will be paid for in advance at the central office or campus offices.

Students in grades 6th – 10th may not leave campus at lunchtime unless their parents pick them up at school. **Sign out procedures must be followed when a student in grades 6th -10th are picked up during lunch.** Brackett JH/HS is closed campus from 6th – 10th grades.

Lunch Applications

It is important that every student have a lunch application filled out and turned in. If you wish not to apply please mark across the top "will not qualify," write your child's name on it and turn it in with the forms packet. Please see forms included in the Forms Packet.

[BRACKETT INDEPENDENT SCHOOL] DISTRICT

Dear Parent/Guardian:

Children need healthy meals to learn. [Brackett ISD] offers healthy meals every school day. Breakfast costs \$0.00; lunch costs \$2.00. **Your children may qualify for free meals or for reduced-price meals.** Reduced-price is \$0.00 for breakfast and .40 cents for lunch. If you received a notification letter that a child is directly certified for free meals, do not complete an application. Let the school know if any children in the household attending school are not listed in the letter.

The questions and answers that follow and attached directions provide additional information on how to complete the application. Complete only one application for all the students in the household and return the completed application to Honeybee Guajardo-Meyer P O Box 586, Brackettville, Tx 78832 830 563-2491 ext 554. If you have questions about applying for free or reduced price meals Honeybee Guajardo Meyer.

1. **Who Can Get Free Meals?**
 - **Income**—Children can get free or reduced-price meals if a household's gross income is within the limits described in the *Federal Income Eligibility Guidelines*.
 - **Special Assistance Program Participants**—Children in households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Food Distribution Program on Indian Reservations (FDPIR), or Temporary Assistance for Needy Families (TANF), are eligible for free meals.
 - **Foster**—Foster children who are under the legal responsibility of a foster care agency or court are eligible for free meals.
 - **Head Start, Early Head Start, and Even Start**—Children participating in these programs are eligible for free meals.
 - **Homeless, Runaway, and Migrant**—Children who meet the definition of homeless, runaway, or migrant qualify for free meals. If you haven't been told about a child's status as homeless, runaway, or migrant or you feel a child may qualify for one of these programs, please call or email Diana Flores P O Box 586 Brackettville, Tx 78832 diana.flores@brackettisd.net.
 - **WIC Recipient**—Children in households participating in WIC may be eligible for free or reduced-price meals.
2. **What If I Disagree With the School's Decision About My Application?** Talk to school officials. You also may ask for a hearing by calling or writing to Kevin Newsom P O Box 586 Brackettville, Tx 78832 kevin.newsom@brackettisd.net.
3. **My Child's Application Was Approved Last Year. Do I Need To Fill Out A New One?** Yes. An application is only good for that school year and for the first few days of this school year. Send in a new application unless the school has told you that your child is eligible for the new school year.
4. **If I Don't Qualify Now, May I Apply Later?** Yes. Apply at any time during the school year. A child with a parent or guardian who becomes unemployed may become eligible for free and reduced-price meals if the household income drops below the income limit.
5. **What If My Income Is Not Always the Same?** List the amount normally received. If a household member lost a job or had hours/wages reduced, use current income.
6. **We Are in The Military. Do We Report Our Income Differently?** Basic pay and cash bonuses must be reported as income. Any cash value allowances for off-base housing, food, or clothing, or Family Subsistence Supplemental Allowance payments count as income. If housing is part of the Military Housing Privatization Initiative, do not include the housing allowance as income. Any additional combat pay resulting from deployment is excluded from income.
7. **May I Apply If Someone in My Household Is Not a U.S. Citizen?** Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.
8. **Will Application Information Be Checked?** Yes. We may also ask you to send written proof of the reported household income.
9. **My Family Needs More Help. Are There Other Programs We Might Apply For?** To find out how to apply for other assistance benefits, contact your local assistance office or 2-1-1.
10. **Can I Apply Online?** Yes! The online application has the same requirements and will ask you for the same information as the paper application. Visit brackettisd.net to begin or to learn more about the online application process. Contact honeybee.gonzalez@brackettisd.net if you have questions about the online application.

If you have other questions or need help, call Honeybee Guajardo-Meyer 830 563 2491 ext 554. Si necesita ayuda, por favor llame al teléfono: Honeybee Guajardo-Meyer 830-563-2491 ext 554.

Sincerely,



Letter for 2015-2016 Household Application for Free and Reduced Price School Meals

Conduct Before and After School

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

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for student use during evening hours. Please contact the librarian for updated schedule.

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-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.

Use by Students Before and After School

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

The following areas are open to students before school beginning at:

Cafeteria	7:30 AM
Jr. High	7:45 AM
H. School	7:45 AM
Library	7:30 AM

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

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

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

Use of Hallways During Class Time

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

Searches

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

Electronic Devices

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

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

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

Students' Desks and Lockers

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

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

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

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

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the *Student Code of Conduct*.]

Student Parking

Students must obtain a parking permit at the Secondary School office in order to park on campus. Students must show proof of insurance and driver's license before permit will be given to the student. Please see form in the *Required Forms Packet*, fill out and bring with you when obtaining a permit. All permits must be visible and placed at the top of the front windshield on the passenger side of the vehicle. ALL students must park in the designated STUDENT PARKING areas during school hours.

Student Speakers

The district provides students the opportunity to introduce the following school events:

1. Football games;
2. Opening announcements and greetings for the school day;
3. Pep rallies;
4. Student assemblies and banquets; and
5. Awards banquets and programs.

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the principal during the first week of the fall semester and/or spring semester. The names of all students who volunteered will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

[See FNA(LOCAL)]

Tardiness

A student who is tardy may be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the *Student Code of Conduct*.

When students come to the office for being tardy he/she will sign a log. The log will stay on file and any tardy violation will be documented. When a student gets 3 violations they will receive lunch detentions. When they accumulate 6 violations they receive after school detentions, 9 violations in school suspension, 12 violations Saturday school and thereafter disciplinary consequences upon principal decision.

Transportation

Buses and Other School Vehicles

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling Transportation Director, Marcus Schwandner. See the **Student Code of Conduct** for provisions regarding transportation to the Disciplinary Alternative Education Program.

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

Students must:

Follow the driver's directions at all times.

Enter and leave the bus or van in an orderly manner at the designated stop nearest home.

Keep feet, books, band instrument cases, and other objects out of the aisle.

Not deface the bus, van, 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 bus or van.

Be seated while the vehicle is moving.

Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

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

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that fills out a *Consent for Transportation Form* before the student leaves on the trip and the sponsor is in possession of it. The student may be released to the parent or to another adult designated by the parent.

Vandalism

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

Video Cameras

For safety purposes, video/audio equipment may be used to monitor student behavior 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/audio recordings routinely and document student misconduct. Discipline will be in accordance with the *Student Code of Conduct*.

Visitors to the School

Parents and others are welcome to visit district schools. For the safety of those within the school all visitors to a school campus must sign or check in at the campus administrative office, list the reason for the visit, and **display his or her driver's license or other government-issued form of photographic identification** prior to proceeding elsewhere on campus. **All visitors will be issued a badge that MUST be worn at all times while on any school campus.** This requirement applies to parents, social service workers, volunteers, board members, invited speakers, maintenance and repair persons not employed by the district, vendors, representatives of the news media, former students, and any other visitors. This policy will be available in each campus' administrative office.

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

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

Parents and patrons of the district are welcome to visit district schools and attend district events as allowed by district policy.

Withdrawing From School

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

Section II Groom and Dress Code

Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

General Guidelines: The district's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, minimize safety hazards, and teach respect for authority. Students shall be dressed and groomed in a clean and neat manner that will not be a health or safety hazard to themselves or others. The district prohibits any clothing or grooming that cause disruption or interference with normal school operations. Student's personal dress and grooming standards should comply with the general guidelines set out below. All dress code concerns will have final approval by the building principal.

BOYS: Guidelines for boys are as follows:

- ❖ Hair should be clean, combed, off the collar and above the eyebrows. Hair length should not extend below the bottom of the student's ears when straightened. Excessive curls or flips or Extreme or unusually colored hair and/or haircuts, as determined by the principal, are prohibited. No spiked hair over 2". No mohawks, or shaved designs.
- ❖ Clean shaven with no mustaches, no sideburns below the ears and no beards
- ❖ No makeup and/or colored/clear nail polish.
- ❖ No tank tops, see-through shirts, sleeveless shirts, or oversized shirts (which extend below the bottom of the buttocks). Shirts that might reveal the midriff will not be allowed. Shirts with tails will be tucked in.
- ❖ Shoes with laces or buckles shall be laced, tied or buckled. Flip flop or thong type shoes, leather or otherwise, are not permitted (no shower shoes). Leather sandals with a heel strap are permitted.
- ❖ Extremely short, tight fitting shorts or pants are not appropriate and will not be allowed. Baggy (sagging) pants and shorts are prohibited. Pants must not drag the ground. Pants and shorts should be worn secured around the waist not revealing undergarments. Athletic sports shorts (Biker, Wind, Grays, etc.) are not allowed. Knit athletic sweat suits will be allowed but must meet the campus rules for length and fit. Pants with frays and small holes are permitted any hole/fray above the knee will not show skin; however, the final decision on appropriateness of "pants with holes" will rest with the school principal. The decision concerning appropriateness will focus primarily on "modesty".
- ❖ Letters, monograms, patches, or accessories (including jewelry) that are suggestive or contain advertisement for alcoholic beverages, drugs, gang related symbols, or satanic symbols will not be allowed.
- ❖ Chains (pocket, boot, etc.) exceeding 12" in length will not be permitted.
- ❖ Earrings or other body piercing jewelry will not be allowed.
- ❖ Tattoos or tattoo simulations must be covered.
- ❖ Caps, hats, other headgear, and sunglasses (unless specifically prescribed by a doctor) will not be allowed in classes or in any school buildings during school-related activities except at athletic activities in the gyms. (Hats and caps must be worn appropriately. No skullcaps headwear will be allowed at athletic activities.)
- ❖ Coats and cold weather clothing are to be worn seasonally.
- ❖ No pajama wear of any kind except on designated days.

GIRLS: Guidelines for girls are as follows:

- ❖ Hair should be clean, brushed, and out of the eyes. **Extreme** or unusual colored hair and/or haircuts, as determined by the principal, are prohibited.
- ❖ Undergarments shall be worn at all times.
- ❖ Extremely short, split, tight-fitting skirts, pants, dresses, or shorts are inappropriate and not allowed. Skirts, shorts and dresses should be no shorter than 3" above the knee. Baggy (sagging) pants and shorts are prohibited. No leggings, jeggings or workout pants may be worn without a skirt, blouse or top garment that exceeds 3" above the knee.
- ❖ Pants must not drag the ground. Pants and shorts should be worn secured around the waist not revealing undergarments. Shorts (no athletic shorts) of an appropriate length (no shorter than 3" above the knee) are allowed. Athletic sports shorts (Biker, Wind, Grays, etc.) are not allowed. Knit athletic sweat suits/pants will be allowed but must meet the campus rules for length and fit. Pants with frays and small holes are permitted any hole/fray above the knee will not show skin; however, the final decision on appropriateness of "pants with holes" will rest with the school principal. The decision concerning appropriateness will focus primarily on "modesty".
- ❖ Dresses/blouses should not reveal bras or be see-through. No tight fitting and/or spaghetti strap blouses/dresses or shirts/blouses that might reveal the midriff are to be worn. Straps on all shirts, blouses, and clothing tops must be a minimum of 2.5".
- ❖ Shoes with laces or buckles shall be laced, tied or buckled. Students may wear sandals, no high heels or wedges. Shower shoes and athletic sports slides are not allowed.
- ❖ Letters, monograms, patches or accessories (including jewelry) that are suggestive or contain advertisement for alcoholic beverages, drugs, gang related symbols, or satanic symbols will not be allowed.
- ❖ Chains (pocket, boot, etc.) exceeding 12" in length will not be permitted.
- ❖ No body piercing jewelry except earrings in ears only. Earrings are limited to two per ear. No hoop earrings exceeding 1" in diameter.
- ❖ Tattoos or tattoo simulations must be covered.
- ❖ Caps, hats, other headgear, and sunglasses (unless prescribed by a doctor) are not allowed in classes or in any school buildings during activities except at athletic activities in the gyms. (Hats and caps must be worn appropriately. No skullcaps headwear will be allowed at athletic activities.)
- ❖ Coats and cold weather clothing are to be worn seasonally.
- ❖ No pajama wear of any kind except on designated days.

Consequences for Dress Code Violations: If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student 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 offenses may result in more serious disciplinary action in accordance with the **Student Code of Conduct**. **When students come to the office for violation of Dress Code he/she will sign a log. The log will stay on file and any dress code violation will be documented. When a student gets 3 violations they will receive lunch detentions. When they accumulate 6 violations they receive after school detentions, 9 violations in school suspension, 12 violations Saturday school and thereafter disciplinary consequences upon principal decision.**

Section III – Academic Information

Academic Programs

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [Policies at EIF.]

[See **Academic Counseling**.]

Awards and Honors

A Honor Roll - all A's (six week grades) and A/B Honor Roll - minimum of one A and remaining grades are B's (six week grades).

[See also **Class Rank**]

Career and Technology Programs

The District offers career and technology programs in Agriculture Food and Natural Resources, Finance, Business Management and Administration, Human Services, and Hospitality and Tourism. Admission to these programs is based on student interest, and career research.

Brackett I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Changing Schedules

Students in grades 9-12 wishing to make schedule changes must sign up with the counselor the first 5 days of school. After the first 5 days students may not sign up for schedule changes. Students in grades 6-8 will not be allowed to make schedule changes unless without principal approval due to course availability.

Class Rank/Top Ten Percent/Highest Ranking Student

Class Rank (High School) For Graduating Classes of 2016, 2017, and 2018

1. Class rank will be determined by a numerical average, not GPA.
2. All band, P.E., and athletic classes that are listed as state approved credits on the transcript will count in determining numerical average. VAC classes, CBE credits, correspondence courses, and local credits are not counted in the numerical average.
3. Advanced electives, Pre-AP, AP, and dual credit courses offered at Brackett High School shall receive an added weight of 10% of their grade. (TX VSN dual credit courses will not be weighted for ranking purposes, unless it is a class offered by BISD.)
4. All high school level credits earned in junior high that will count toward graduation requirements and will count in average/class ranking.
5. The class rank list is a confidential document and shall not be published.
6. Advanced and dual credit courses not offered at Brackett ISD taken by students transferring in will not receive an additional weight of 10%.

Class Rank/Top Ten Percent/Highest Ranking Student

Class Rank (High School) Freshman 2015-2016 and Thereafter

1. Class rank will be determined by a numerical average, not GPA.
2. The numerical average and GPA will be calculated on all core curriculum classes which include all Math, English, Social Studies, and Science classes. Core CBE credits and correspondence/online core classes will count. Additionally all core AP classes will count in the numerical average and GPA.
3. Core Pre-AP, AP, and dual credit courses offered at Brackett High School shall receive an added weight of 10% of their grade. Advanced and Dual Credit courses not offered at BISD taken by students transferring in will not receive an additional weight of 10%.
4. All high school level core credits earned in junior high will count toward graduation requirements and will count in average/class ranking.
5. The class rank list is a confidential document and shall not be published.

Valedictorian / Salutatorian

For computing the numeric average for seniors, the fifth six weeks grades and all final dual credit grades will be counted as the 2nd semester grade. This allows the Valedictorian and Salutatorian Honors and class rank to be completed prior to the end of the year. Should both student's numerical average be the same the student with the highest number of advanced courses will receive the honors, if still tied: Look at the highest numeric average senior year, if still tied, go to prior year and continue until tie is broken. (EIC Local)

If a student has completed four full years of work at Brackett High School (9-12), s/he may compete for Valedictorian and Salutatorian Honors. Only work completed at Brackett ISD will be averaged for Valedictorian and Salutatorian Honors.

If a student has completed less than four full years of work at Brackett High School, only work at Brackett ISD and any other accredited high school will be included in computing class rank. If a student has completed less than four years of work at Brackett High School and he/she has the highest grade point average in the graduating class on the highest graduation plan, he/she will be recognized as the highest ranking student during the graduation ceremonies.

Grades earned by credit by examination, correspondence courses, and **Online/Internet Courses** **Vocational Adjustment Classes (VAC)** shall **not** be used in computing grade point averages.

The Highest Ranking Graduate Award given by the state of Texas goes to the highest ranking student in the class which may or may not be the valedictorian of the class as explained above.

For a student on the **Foundation** Graduation plan, to be considered for Valedictorian or Salutatorian, s/he have to graduate **Foundation Distinguished** with Performance **Acknowledgements** **Endorsements**.

For two school years following graduation, graduates who rank in the top ten percent of their graduating class are eligible for automatic admission into four year public universities and colleges in Texas. (TEC 51.803) [For further information, see policies at EIC.]

Pre-AP/AP Courses, Advanced Electives, and Dual Credit Courses

Enrollment is limited to students who have been approved for these classes by the principal meet the prerequisite criteria.

*Advanced courses are offered for all high school students in AP Biology, Scientific Research and Design, Research/Technical Writing, Creative/Imaginative Writing, Literary Genres, Advanced Social Studies/Research Methods/Special Topics, Accounting II, BCIS II, Pre-AP Algebra I, Pre-AP Algebra II, Pre-AP Geometry, Pre-AP Pre Calculus, Pre-Calculus, AP Calculus, Spanish III, and dual credit classes offered at Brackett High School. Advanced classes vary every year depending on availability of teachers.

Class Rank (Junior High)

Class ranking in the eighth grade will be determined by averaging the semester grades earned in all subjects taken during the Sixth -Eighth grade years. Permanent records from any accredited /middle/junior high school will be used as the source of students' grades used in the ranking process. Students who transfer into the district are required to complete one year at Brackett Junior High before they are included in the class ranking. The class rank list is a confidential document and shall not be published. Due to time constraints, the fifth six weeks grades will be used as the second semester grades.

Pass / Fail Option

To increase a student's knowledge and interest in other areas they may take a class pass/fail that is not required to meet state graduation plan requirements. A student will be allowed, the first 2 weeks of each semester, to determine this option. All aide positions are P/F. The pass/fail option will not be allowed for courses designated as advanced. *Taking a course P/F could impact a student's GPA either positively or negatively.*

State Scholarships and Grants

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced (Distinguished Achievement) High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private Texas higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ.]

Class Schedule

7:55 1 st Bell	<u>DUAL CREDIT COURSES</u>
1 st Period 8:00 – 8:49	Times will be determined by SWTJC and B.I.S.D.
2 nd Period 8:54 – 9:43	
3 rd Period 9:48 – 10:37	
4 th Period 10:42 – 11:31	
5 th Period 11:36 – 12:25	
Lunch 12:25 – 1:00	
6 th Period 1:05 – 1:50	
7 th Period 1:55 – 2:40	
8 th Period 2:45 – 3:30	

College and University Admissions

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

Completes the Recommended or Advanced/Distinguished Achievement Program; or

Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2012 term, the University will be admitting the top nine percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

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

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program (Advanced) may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community

colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ(LEGAL).]

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

College Credit Courses

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Southwest Texas Junior College.
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information.

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

Dual Credit Courses

- Students qualify for dual credit classes by meeting the college requirements either passing a college entrance exam. Students must make these arrangements through the academic advisor.
- Only students who have qualified for dual credit classes may be enrolled in dual credit classes, no mixed classes are allowed.
- All students with a college grade of 60 to 69 will receive a 70 on their transcript for their high school credit, because a 60 is a passing grade in college.
- The school will buy dual credit textbooks.
- The student will be responsible for all tuition and fees. If the student passes the class a 50% refund of tuition will be provided by BISD . If the student fails a class no refund will be given. Students will be responsible for providing invoice to the Brackett ISD business office in order to receive reimbursement.
- Brackett ISD will pay in full for dual credit courses for students who qualify for the federal free and reduced lunch program.
- All dual credit college courses shall be deemed regular courses until the final exam for that course has been verified through the counselor's office
- All seniors taking dual credit courses shall have course work and final exams completed at least three weeks prior to graduation. (This shall be the sole responsibility of the student.)

Correspondence Courses

The District permits high school students to take correspondence courses—courses by mail or via the Internet—for credit toward high school graduation.

- Any student in grades 9-12 may enroll in correspondence courses if the course is needed for graduation and the school does not offer the class in the regular school schedule.
- Students must gain prior approval by the principal to enroll in a correspondence or an independent study course.
- Students may earn a maximum of three state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time. (EEJC)
- BISD will not pay for correspondence courses unless courses are only offered in the district through correspondence. Written approval from the principal is required before registration if the district pays for the course(s). For more information see policy EEJC.
- Correspondence courses and CBE credits earned will not count in determining numerical average. A maximum of 3 credits may be earned through correspondence courses.

For further information, see policy EEJC.

Counseling

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 7 through 12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and vocational opportunities.

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

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

Course Credit

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Credit By Exam

1. If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the teacher, counselor, principal, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, home schooling, correspondence courses, or independent study supervised by a teacher. The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. The testing will be scheduled for the last week in November and the last week in June.

[For further information, see the counselor and policies EHDB.]

2. If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. A student will earn credit with a passing score of at least **90** **80** on the exam.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district may honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the parent must purchase a test from a university approved by the State Board of Education. [For further information, see EHDC.]

The testing will be scheduled for the last week in November and the last week in June.

Distance Learning

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

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

earn course credit for graduation. Depending on the course in which a student enrolls, the course may be subject to the “no pass, no play” rules.

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

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

GRADE CLASSIFICATION

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

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

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

1. Complete the required number of credits;
2. Complete any locally required courses in addition to the courses mandated by the state; and
3. Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve passing scores on certain end-of-course (EOC) assessments.

The exit-level test, for which satisfactory performance is required as a condition for graduation of any student who is in grade 12 during the 2014–2015 school year, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. If a student in grade 12 did not pass all sections while in grade 11, there will be opportunities to retake each applicable subject area test.

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

Beginning with students who entered grade 9 in the 2011–2012 school year, students are required, with limited exceptions, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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

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

Graduation Programs

The district offers the graduation programs listed below:

1. Minimum, Recommended and Distinguished Program – for Graduating Classes of 2016 and 2017

All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students must meet the following credit and course requirements for graduation under these plans listed:

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies, including Economics	3 or 4	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1 (effective for grade 9 in 2010–2011 school year and thereafter)	1	1
Locally required courses	___ credit in _____ ___ credit in _____	___ credit in _____ ___ credit in _____	___ credit in _____ ___ credit in _____
Electives**	7.5 credits (prior to 2010–2011) 6.5 credits (2010–2011 and thereafter)	5.5 credits	4.5 credits
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	22 credits	26 credits	26 credits

* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies 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.

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - A score of three or above on an Advanced Placement (AP) exam;
 - A score of four or above on an International Baccalaureate (IB) exam; or
 - A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

2. Foundation Program

A new, more flexible graduation program that allows students to pursue their interests **went** **will be** into place for all students who entered high school in 2014 – 2015, or if chosen with the counselor.

The program contains up to four parts:

- A 22-credit foundation program which is the core of the new Texas High School diploma
- Five endorsement options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the top ten percent automatic admission law.

Distinguished Level of Achievement

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- At least 1 Endorsement

Performance Acknowledgments

- Dual credit course
- Bilingualism and Biliteracy
- PSAT, ACT's Plan, SAT, or ACT
- Advanced Placement or International
- Baccalaureate exam
- Earning a Nationally or Internationally
- recognized business or industry certification
- or license

	Foundation	Endorsements
Discipline	Credits	Credits
English	4	
Math	3	1
Science	3	1
Social Studies	3	1 (local requirement)
Foreign Language	2	
Fine Arts	1	
Physical Ed	1	
Speech		0.5 (local requirement)
Electives	5	2
Graduation Requirements	22	27.5

Certificates of Coursework Completion

Brackett ISD will not issue a certificate of coursework completion to a senior student who successfully completes state and local credit requirements for graduation, **but** fails to perform satisfactorily on the exit-level tests (EOC's).

Graduation Activities

Only students who have met all local and state requirements for graduation will receive a diploma at the graduation ceremony. Students who have met all local requirements for graduation but have not passed all state mandated tests may participate in the graduation ceremony and related activities if they have met the required levels of participation in test preparation programs provided by the district. **All money owed Brackett I.S.D. must be paid prior to participation in any graduation activity.**

Graduation activities which include:

- *Senior trip or picnic. (No overnight senior class trips.)*
- *Commencement exercises.*
- *Project Graduation*

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See Student Fees] **All money owed Brackett I.S.D. must be paid prior to participation in any graduation activity.**

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who hold one of the following neutral criteria positions of honor shall be eligible.: class officers of the graduating class or the top ten highest academically ranked graduates will be eligible to give these remarks; however, if the student was assigned to the disciplinary alternative education program placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

[For student speakers at other school events, see STUDENT SPEAKERS.]

[See FNA(LOCAL).]

State Scholarships and Grants

- Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Distinguished Achievement (Advanced) High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program (Advanced) may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ(LEGAL).]

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal committee, a student with disabilities may be permitted to graduate under the provisions of his or her individualized education program (IEP).

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. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See FMH (LEGAL)]

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

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress or whether an alternative assessment is more appropriate. **STAAR Modified and STAAR Alternate STAAR Accommodated** is the alternative assessment currently allowed by the state. [See **STANDARDIZED TESTING** for additional information.] If a student takes the **STAAR Modified or STAAR Alternate STAAR A** assessment, the student's ARD committee will determine whether successful performance on the EOC assessments will be required for graduation.

Junior High School Promotion and Graduation

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (an average of reading and language arts), math, science, and social studies. (EIE LOCAL)

Eighth graders participating in graduation ceremonies must have met the above requirements and must also have met the 8th grade reading and math STAAR tests. **All money owed Brackett I.S.D. must be paid prior to participation in any graduation activity.**

Limited English Proficient Students

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions.

Brackett ISD has credentialing guidelines for allowing a LOTE (Language Other Than English) student to receive credit for lower level courses when the student successfully completes the upper level course in which they are enrolled. This is possible in LOTE because the TEKS are very similar from level to level with the proficiency levels being the only difference. A student who successfully completes a level 3 intermediate proficiency course, automatically completes the novice level proficiency as the intermediate proficiency subsumes the novice level.

National Honor Society Induction Guidelines

The National Honor Society was created in order to recognize and encourage academic achievement while developing other characteristics essential to citizens in a democracy.

The Brackett High School local chapter will base admission into the National Honor Society on the following guidelines: Scholarship, Service, Leadership, and Character.

For detailed information pick up a complete NHS Applicant packet from the high school office or the NHS sponsor- Jamie Ballew.

Promotion And Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

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

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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

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

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

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

GRADES 1-8 In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in all of the following areas: language arts (an average of reading and language arts), mathematics, science, and social studies.

GRADES 9-12 Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester. [See EI]

Report Cards/Progress Reports and Conferences

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

At the end of the fourth week, parents will be given a written progress report of their child's performance if any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. Teachers follow grading guidelines that have been approved by the principal and are designed to reflect each student's academic achievement for the grading period, semester, or course.

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

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

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

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

Parents can gain access to their student's grades through the online Gradebook provided by the school. Contact the school office to obtain a user name and password.

Special Programs

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

Fee Waivers are available for students who qualify for free or reduced lunch.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

Mathematics, annually in grades 3–8

Reading, annually in grades 3–8

Writing, including spelling and grammar, in grades 4 and 7

Science in grades 5 and 8

Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. See **Promotion and Retention** for additional information.

STAAR Modified STAAR Alternate STAAR Accommodated, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

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

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, end-of-course (EOC) assessments are administered for the following courses:

1. Algebra I
2. English I and English II,
3. Biology
4. United States History

Satisfactory performance on the applicable assessments will be required for graduation.

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

STAAR Modified STAAR Alternate STAAR Accommodated, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

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

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program.

Except in limited circumstances, a student in grade 12 during the 2013–2014 school year will be required to retake what is termed the “exit-level” TAKS in the subject areas of mathematics, English/language arts, social studies, and/or science, for which satisfactory performance is required for graduation, if the student did not pass any of these areas while in grade 11.

Cell Phones During State Testing

Students will be asked to turn off their cell phones and turn them in to the test administrator. If the student fails to comply student's test will become void and score will reflect as failed. Students are not allowed to have a cell phone with them during testing. Test security and compliance is of utmost importance.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Beginning in fall 2013, all Texas public colleges and universities will begin administering a new TSI assessment, which will assist as one of several factors in determining whether the student is considered ready to enroll in college-level courses or whether the student needs to enroll in what is termed developmental education courses prior to enrollment in college level courses.

Section IV – Grading Policy

You can enhance or destroy a student's desire to succeed in school more rapidly and permanently through your use of assessments and grades than any other tool you have at your disposal.

The Mission of Brackett ISD in partnership with parents and the community, is to enable all students to be safe and obtain the knowledge, desire, and integrity to pursue meaningful and productive lives.

PHILOSOPHY AND PURPOSE OF GRADING

Academic grades play an important role in the schooling process and are required by law. When teachers inform students of how grades will be determined in a particular subject, they are defining the standards and instructional requirements for that subject. Subsequently, report cards are sent to parents informing them of the degree to which student success in learning and in mastering the Texas Essential Knowledge and Skills (TEKS) has occurred. Report cards provide reinforcement for students and reflect progress and achievement of students' work at the grade level they are assigned.

Grades serve multiple functions: *information and guidance.*

They serve to do the following:

1. Give parents information about the student that will be useful in helping to promote and maintain desirable patterns of behavior and achievement
2. Help identify areas of special ability as a basis for realistic self-appraisal and for future educational planning
3. Serve an administrative function in providing data for use in educational planning and decision making

Brackett Independent School District believes that grading has a purposeful and useful role in the schools. It is the district's desire to make the process both meaningful and helpful to teachers, students, and parents. The grading policy and procedures follow state-mandated requirements, district policies and guidelines, and reflect professional evaluation by teachers.

Grades, based on documentation, participation, attitude, conduct and work habits of each individual student, are given on the basis of sound measurement techniques. Students *earn* grades; teachers do not *give* grades. Parents are encouraged to talk to students about school work and grades and contact teachers (first) and campus level administrators (second) whenever there is a question regarding grading.

GRADING GUIDELINES

In grades 6–12, achievement is reported to parents as:

A - Excellent	90 – 100	D - Poor	70 - 74
B - Good	80 – 89	F - Failing	69 – Below
C - Fair	75 – 79		

General Conduct

E	Excellent - indicates behaviors that are outstanding or exceptional
S	Satisfactory - indicates behaviors that meet standards expected
N	Needs Improvement - indicates behaviors that do not meet standards expected
U	Unsatisfactory - indicates behaviors consistently not meeting standards expected

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.).

Grading guidelines also outline in what circumstances a student may be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. EIA(LOCAL)

No grades on any assignment or in any cycle will exceed 100. Individual students will not be able to receive extra credit.

An average of 2 grades per week will be taken in each course.

No 1 grade may be more than 25% of a cycle grade.

Below are the Grading Standards set by each academic department.

Math Department

Tests – 50%

Quizzes – 40%

Daily Assignments/Homework – 10%

Science Department

Social Studies Department

Daily Grades 60%

Tests and Projects 40%

English Department

AR 20%

Homework 10%

Quiz/Classwork 30%

Tests/Projects/Writings 40%

State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines. See **Graduation, Course Credit**, and **Standardized Testing** for additional information regarding EOC assessments.

Homework Guidelines

Homework is not only a means of reinforcement of learning but is an essential step in building responsibility in our students. Students are responsible for their learning. They are expected to return assignments to school. There will be a consequence for not returning homework. Student assignments need to be developmentally appropriate, relevant, and meaningful activities. Homework assignments are intended to help students:

- *Develop independent work habits.

- *Reinforce classroom learning.

- *Enrich academic activities.

- *Develop responsibility.

- *Students who have been absent are required to make up homework missed within the time given by the teacher.

- *Classwork is work that is started and finished at school. Homework may be started in the classroom and completed at home.

Teachers should strive to ensure that individual students understand the work before homework is assigned. Students have the responsibility of ensuring they have an appropriate understanding of the homework assignment(s).

SPECIAL EDUCATION

Grading and Reporting

a. Grades must be based on student performance per the Individual Educational Program (I.E.P.).

Students mainstreamed into general education (with or without co-teaching assistance) with **accommodations** that do not alter the TEKS or the curriculum receive **regular** grades.

For students mainstreamed into regular classes receiving modifications (with or without co-teaching assistance) that alter the content to the extent that the TEKS have been reduced or changed, the numerical grade is followed by a "G" for *modified*.

b. An alternate reporting form may be used, if approved by the Director of Special Education, for some self-contained classes, i.e. LIFE Skills and the Preschool Program for Children with Disabilities.

c. Failing Grades: If a special education student does not successfully complete goals and objectives (and the I.E.P. is deemed appropriate), the student has not "passed" the course. An ARD Committee Meeting should be held if the student continues to receive failing grades to determine if the I.E.P.'s are appropriate. However, care must be taken to ascertain that the goals and objectives (outlined in the I.E.P.) are within the range of the student's skills. Appropriate modifications, as determined by the ARD Committee, must have been provided by both regular and special education personnel as mandated by TEA.

d. A work sample folder with examples of the modifications implemented by the classroom teacher(s) is required for all students for documentation purposes. The work sample folder will be maintained by the classroom teacher(s) and will be required to be presented at the ARD.

Guidelines

a. Testing Methods

For special education students, testing methods must allow the students to demonstrate certain knowledge and skills regardless of their disability. For example, evaluation of social studies, science, or math applications for a student with severe reading disabilities should not be based on test methods that require average reading and writing skills. It would be difficult to determine whether poor performance was due to reading problems or lack of achievement in the content areas being tested. If alternate methods of testing are required, it should be documented in the modification section of the I.E.P. All teachers working with the student should be aware of these modifications.

b. Grade Responsibilities

Students who attend a special education class for an entire subject area/course shall receive the grade from the appropriate special education teacher. **Teachers must provide instruction and grade reporting based on students' I.E.P.'s.**

Students who are served through the special education program but mainstreamed for a particular subject will receive their grade from the classroom teacher. For students in a co-teach arrangement, both the special education and the general education teacher should provide input for determining the final grade. Instructional modifications must be provided by regular and special education teachers. A record of student modification forms, approved by the ARD Committee, must be maintained by the classroom teacher for documentation purposes.

Special education students shall receive recognition for work successfully completed as specified by their I.E.P. as any general education student would. (Example: Resource students making "A's" in resource class and "A's" in mainstreamed classes should be eligible for honor roll.)

Content Modifications VS. Instructional Accommodations

	<i>Content Modification</i>	<i>Instructional Accommodation</i>
<i>EXPLANATION</i>	<p>Indicates that what is being taught, the content, is modified. The student is expected to learn something different than the general education standard (e.g., TEKS).</p> <p>The instructional level or general education benchmarks or number of key concepts to be mastered are changed.</p>	<p>Indicates changes to how the content is:</p> <ol style="list-style-type: none">1) taught,2) made accessible, and/or3) assessed. <p>Accommodations do not change what the student is expected to master. The objectives of the course remain intact.</p>
<i>EXAMPLES</i>	<p>A locally developed course to substitute for a general education course (e.g., Life Skills courses, Functional Mathematics)</p> <p>Selected TEKS instead of all of the TEKS for the grade level course</p> <p>Off-level instruction and performance expectations in a general education setting</p>	<p>One-on-one instruction, small group instruction, multisensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, etc.</p> <p>Braille, books on tape, screen readers, interpreter, word processor, etc.</p> <p>Oral testing, untimed testing, extended time to complete assignments, shortened tests, draw a diagram, develop a model, perform the answer, etc.</p>

* students should only receive the “G” on the report card if the CONTENT is being modified, as described above.

MAKEUP WORK

DAEP

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete coursework needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District. [See policy FOCA(Legal).]

In-school Suspension Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. [See policy FO(Legal).]

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

Extracurricular Makeup Requirements

No Prior Knowledge of Assignment(s)

Students will be responsible for turning in assignments within five (5) school days from the day they were absent for an extracurricular activity.

Prior Knowledge of Assignment(s)

Students will be responsible for turning in assignments on the day they are due if they are leaving during the day for an extracurricular activity. Assignments can be given to the teacher or put in their mailbox in the office. If the student leaves before 8 a.m., the assignment is due upon returning to class.

Routine and In-depth Makeup Work Assignments

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

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB (LOCAL).]

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.

Except in cases of prolonged illness, make up work must be completed within five days after a student returns to school. Immediately upon returning to school, the student is responsible for asking the teacher

for detailed assignments covering the work missed, and arranging to complete such make up work promptly. The burden of responsibility for completing make up work rests entirely upon the student rather than the teacher. The make-up work is to be done at the teacher's convenience, not the student's. A student having been informed in advance, by the teacher, of a test or written work to be completed on a certain day and is in attendance on that day will be responsible for it even though he was absent the day before, but had prior knowledge.

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

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

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

* Because the 2011–2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 or 8 STAARs for this one year only in order to be promoted to the next grade level.

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

With the exception of the 2011–2012 school year, a student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

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

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

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

GRADES 1-8 In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts (an average of reading and language arts), mathematics, science, and social studies.

GRADES 9-12 Grade-level advancement for students in grades 9-12 shall be earned by course credits. Changes in grade-level classification shall be made at the beginning of the fall semester. [See EI]

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

Report Cards/Progress Reports and Conferences

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

At the end of the fourth week, parents will be given a written progress report of their child's performance if any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. Teachers follow grading guidelines that have been approved by the principal and are designed to reflect each student's academic achievement for the grading period, semester, or course.

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

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

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

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

Parents can gain access to their student's grades through the online Gradebook provided by the school. Contact the school office to obtain a user name and password.

Section V Internet/Technology Safety

Computer Resources

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

Students and their parents should be aware that e-mail using district computers is not private and will be monitored by district staff. [For additional information, see policies at CQ.]

BISD INTERNET ACCESS POLICY / CONDITIONS

We are very pleased to bring internet access to Brackett I.S.D. and believe the network offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in the Brackett Schools by facilitating resource sharing, innovation, and communication.

The Brackett ISD network is an electronic network which accesses the Internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to electronic mail, communication with people all over the world.

With access to computers and people all over the world comes the availability of material that may not be considered to be of educational value in the context of the school setting. Brackett ISD has taken precautions, which are limited, to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information. We (Brackett ISD) firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of this Project.

The smooth operation of the network relies upon the proper conduct of users who adhere to strict guidelines. These guidelines are provided so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a Brackett ISD user violates any of these provisions, his or her account with Brackett ISD network will be terminated and future access could be denied. Your signature(s) on the attached contract is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Brackett ISD Network - Terms and Conditions

Acceptable Use

The purpose of the Brackett ISD network is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Brackett School District. Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is generally not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.

Privileges

The use of Brackett ISD network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student who receives an account will be part of a discussion with a Brackett ISD faculty member pertaining to the proper use of the network.) Based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of Brackett ISD may request the system administrator to deny, revoke, or suspend specific user accounts.

No individual student may have a web page linked to BISD. Faculty links must be approved by the principal and technology director before being put on the internet.

Network Etiquette

You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- A. Be polite. Do not write or send abusive messages to others.
- B. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- C. Never reveal your last name, address, or phone number, or that of other students or colleagues.
- D. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- E. Do not use the network in such a way that you would disrupt the use of the network by other users (e.g. downloading huge files during prime time; sending mass e-mail messages; annoying other users using the talk or write functions).
- F. All communications and information accessible via the network should be assumed to be private property.

Reliability

Brackett ISD makes no warranties of any kind, whether expressed or implied, for the service it is providing. Brackett ISD will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by it's own negligence or your errors or omissions. Use of any information obtained via Brackett ISD network is at your own risk. Brackett ISD specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Security

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on Brackett ISD network, you must notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Do not give your password to any other individual. Attempts to log in to the system as any other user will result in cancellation of user privileges. Attempts to log in to Brackett ISD network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Brackett ISD network.

Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Brackett ISD network, or any other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

Updating Your User Information

Brackett ISD network may occasionally require new registration and account information from you to continue the service. You must notify the Brackett ISD network of any changes in your account information (address, etc.). Currently, there are no user fees for this service.

Exception of Terms and Conditions

All terms and conditions as stated in this document are applicable to the Brackett School District. These terms and conditions reflect the entire agreement of the parties and supersedes all prior oral or written agreements and understandings of the parties.

Any Brackett School District student or staff may apply for an Internet Account.

[For additional information, see policy CQ.]

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

If a telephone is confiscated more than three times in a six week period, the student will not be allowed to have a phone on the BISD campus for the remainder of the six weeks.

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

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

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Section VI Student Code of Conduct

Brackett High School

Brackett Junior High School

STUDENT CODE OF CONDUCT 2015-2016

STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Brackett ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus principal. Additionally, the Code will be posted on the district's Web site. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

General Conduct Violations

The categories of conduct below are prohibited at school and all school-related activities, but the list does not include the most serious offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Serious Offenses, and Expulsion, severe offenses that require or permit specific consequences are listed. Any offense, however, may be serious enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on school buses.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Engage in conduct that constitutes dating violence. (See glossary.)

- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery and theft see DAEP Placement and Expulsion.)

Possession of Prohibited Items

Students shall not:

- Possess or use:
 - fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
 - a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - a “look-alike” weapon;
 - an air gun or BB gun;
 - ammunition;
 - a stun gun;
 - a pocketknife or any other small knife;
 - mace or pepper spray;
 - pornographic material;
 - tobacco products;
 - all vaporizing devices;
 - matches or a lighter;
 - a laser pointer for other than an approved use; or
 - any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices

Students shall not:

Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for “paraphernalia.”)
- Possess or sell look-alike drugs or attempt to pass items off as drugs or contraband. Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See glossary for “abuse.”)
- Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Computers and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or Web sites and any current or future social medias, including but not limited to Facebook or Twitter to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques.

Discipline will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations’ extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student’s parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Serious Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator will notify a student’s parent by phone or in writing of any violation that may result in an out-of-school suspension, placement in a DAEP, or expulsion.

Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal’s office or the central administration office or through Policy On Line at the following address: www.brackett.k12.tx.us.

Consequences will not be deferred pending the outcome of a grievance.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or

The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator will schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the appropriate administrator will inform the student of the misconduct for which he or she is charged and the consequences. The administrator will give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding whether to order out-of-school suspension, the district will take into consideration:

Self-defense (see glossary),

Intent or lack of intent at the time the student engaged in the conduct, and

The student's disciplinary history.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student will have an informal conference with the appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension will be determined by the appropriate administrator, but will not exceed three school days.

The appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be kindergarten–grade 6 kindergarten–grade 5 and secondary classification shall be grades 7–12 6-12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

A student who is placed in DAEP will not be able to be considered for Class Favorites or Class Superlatives.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district will take into consideration:

- Self-defense (see glossary),
- Intent or lack of intent at the time the student engaged in the conduct, and
- The student's disciplinary history.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The appropriate administrator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

The student receives deferred prosecution (see glossary),

A court or jury finds that the student has engaged in delinquent conduct (see glossary), or

The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process

Removals to a DAEP will be made by the campus principal.

Conference

When a student is removed from class for a DAEP offense, the appropriate administrator will schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the appropriate administrator will inform the student, orally or in writing, of the reasons for the removal and will give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator will write a placement order. A copy of the DAEP placement order will be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee will deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order will give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete coursework required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP will be determined by the campus principal.

The duration of a student's placement will be determined on a case-by-case basis. DAEP placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that:

The student is a threat to the safety of other students or to district employees, or

Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus principal must determine that:

The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or

The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent will be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in a DAEP should be addressed to the Superintendent of Schools in accordance with policy FOC(LEGAL). All other appeals regarding a placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.brackett.k12.tx.us.

Disciplinary consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP will not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in the student's IEP.

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

Placement Review

A student placed in a DAEP will be provided a review of his or her status, including academic status, by the campus principal and/or the school counselor at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan will also be reviewed. At the review, the student or the student's parent will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney will notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

- 1) Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
- 2) The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee will review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board will, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board will make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district will continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state will be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, will reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student will be given the appropriate conference required for assignment to a DAEP. Placement and/or Expulsion for Certain Serious Offenses

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as a Title 5 felony offense;
- Have been charged with engaging in conduct defined as a Title 5 felony offense;

- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration:

Self-defense (see glossary),

Intent or lack of intent at the time the student engaged in the conduct, and

The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

Committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. (See glossary for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School

Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.

- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

- Committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

- Engaging in serious offenses or persistent misbehavior (see glossary) that violates the district's Code, while placed in a DAEP.

Mandatory Expulsion: Misconduct That Requires Expulsion

- A student **must** be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Federal Law

- Bringing to school a firearm, as defined by federal law. "Firearm" under federal law includes:
- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm weapon.
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Texas Penal Code

Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:

- A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
- An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
- A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

- A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
 - Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses, with the exception of a federal firearm offense, on or off school property or at a school-related activity.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator will schedule a hearing within a reasonable time. The student's parent will be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion will be given a hearing with appropriate due process. The student is entitled to:

- Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
- An opportunity to testify and to present evidence and witnesses in the student's defense, and
- An opportunity to question the district's witnesses.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent of Schools authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board will review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board will hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The board will make and communicate its decision orally at the conclusion of the presentation. Consequences will not be deferred pending the outcome of the hearing.

Expulsion Order

After the due process hearing, if the student is expelled, the board or its designee will deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent of Schools will deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order will give notice of the inconsistency.

Length of Expulsion

The length of an expulsion will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion will be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below:

An expulsion may not exceed one year unless, after review, the district determines that:

- The student is a threat to the safety of other students or to district employees, or
- Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district will continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

- The out-of-state district provides the district with a copy of the expulsion order, and
- The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

- The student is a threat to the safety of other students or district employees, or
- Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student will be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Code of Conduct Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

A crime that involves starting a fire or causing an explosion with intent to destroy or damage:

Any vegetation, fence, or structure on open-space land; or

Any building, habitation, or vehicle:

Knowing that it is within the limits of an incorporated city or town,

Knowing that it is insured against damage or destruction,

Knowing that it is subject to a mortgage or other security interest,

Knowing that it is located on property belonging to another,

Knowing that it has located within it property belonging to another, or

When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another;

A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or

A crime that involves intentionally starting a fire or causing an explosion and in so doing:

Recklessly damages or destroys a building belonging to another, or

Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

To 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; or

To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

Cause action by an official or volunteer agency organized to deal with emergencies;

Place a person in fear of imminent serious bodily injury; or

Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or

Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.
- Leaving school grounds without permission.
- Sexual harassment of a student or district employee.
- Possession of or conspiracy to possess any explosive or explosive device.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC(EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Vapor Devices a device used to vaporize the active ingredients of plant material, herbs or other blends for the purpose of inhalation. These include but are not limited to – electronic cigarettes, vapor pens, hookah pens.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Section VII Extracurricular Code of Conduct

Brackett Independent School District



Extracurricular Student Activities Regulations 2015-2016

Statement of Philosophy

The District believes that extracurricular activities afford students opportunities to develop leadership, interpersonal, and citizenship skills. A variety of extracurricular programs exists in the form of clubs, teams, and performing groups. Participation in extracurricular activities is a privilege, not a right. Because students represent their school and the District in highly visible positions in elected offices and/or appointed positions in which they perform, participate, or compete, these students are viewed as role models. The demands and responsibilities require participants to commit time and effort while maintaining high standards of conduct.

Definition of Extracurricular Activities

An extracurricular activity is an activity sponsored by the UIL, the Board, or an organization sanctioned by Board resolution. The activity is not necessarily directly related to instruction of the essential knowledge and skills, but may have an indirect relation to some areas of the curriculum.

Extracurricular activities include public performances (except as described below), contests, demonstrations, displays, and club activities. In addition, an activity is subject to this policy if any one of the following criteria applies:

1. The activity is competitive;
2. The activity is held in conjunction with another activity that is considered extracurricular;
3. The activity is held off-campus, except in a case in which adequate facilities do not exist on campus;
4. The general public is invited; or
5. An admission is charged.

Exception: A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance if:

1. The performance is one to which the general public is invited; and
2. The requirement for student participation in public is stated in the essential knowledge and skills of the course.

Before a student is suspended or removed from participation in an extracurricular activity, and before any other consequence is imposed as provided under these guidelines, the alleged infraction of the rule will be documented and a reasonable investigation of the allegation shall occur. The Principal or designee shall then schedule a conference with the student and the student's parent to explain the reasons for which the action is being taken and to offer the student an opportunity to present their side.

Individual Activity Standards and Rules

In cooperation with the campus administration, activity coaches/directors are authorized to develop individual activity standards and rules, which may impose additional consequences related to activity participation for minor infractions or offenses identified as “General Conduct Violations” in the **BISD Student Code of Conduct**. A student’s participation in a particular extracurricular activity is conditioned upon the student’s compliance with the requirements and standards of behavior set forth in the individual extracurricular activity regulations, the **BISD Student Code of Conduct**, and **The Extracurricular Student Activities Regulations**. Activity coaches/directors may take disciplinary action, up to and including dismissal from the activity, against a student who violates any required standard of conduct. The program sponsor in cooperation with the campus administration has the authority to develop the specific guidelines for membership within their individual extracurricular activity regulations. Due to the vast differences among the various extracurricular groups, the individual program codes of conduct are developed for the purposes of defining the specific requirements within the organization.

Agreement to Comply

Participants who meet UIL and BISD eligibility requirements and are selected to represent a BISD school extracurricular program agree to comply with the behavior guidelines as set forth in the **BISD Student Code of Conduct**, **Extracurricular Student Activities Regulations**, and the individual extracurricular program requirements.

Tryout Procedure

Tryout procedures and the calendar for the various extracurricular activities are determined by the individual activity directors in accordance with BISD guidelines. Upon completion of the tryout procedure, if any, for the extracurricular activity, the sponsor will notify all participants of their membership status. The results of tryout procedures are final and cannot be appealed.

Dress and Grooming

Students who participate in extracurricular activities shall comply with the District’s policy on student dress and grooming and the coach/director’s specific requirements for the activity. These standards may impose restrictions or standards that are more rigorous than the district-wide dress and grooming standards.

Fees, Equipment, Uniforms

Students must care for District-issued equipment as if it were their own. Equipment must be properly stored, in the proper location, and shall be kept clean and maintained.

Students who lose or damage District equipment will be charged for it.

All District equipment must be returned at the end of the season or school year, as directed by the coach/director. Exceptions would be for musical instruments issued to the student over the summer.

Student-owned equipment is the sole responsibility of the student; BISD will not be responsible for any loss or damage that occurs to student-owned equipment.

If uniforms are required for an activity/organization, the student shall be required to ensure that the uniform is worn only at appropriate times and is neat and clean for the practice, performance, competition, or game/tournament. A fee for the maintenance, dry cleaning, or laundering of the uniform may be collected.

Travel

Students who have the opportunity to travel in connection with the BISD extracurricular activity/organization are representatives of the District and must exhibit exemplary behavior at all times. The BISD Student Code of Conduct is applicable and enforced during all extracurricular travel and activities. District officials may search all luggage and carry-on items for contraband prior to departing for travel to the activity.

Students who dress or behave inappropriately while traveling to or from a BISD activity may be suspended or removed from the activity or organization, depending upon the nature of the misconduct. When feasible, such action should be taken in consultation with the principal or designee.

All students who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. Students may be released to a parent or other adult specified by a parent prior to the end of the trip if the parent has submitted the request in writing to the sponsor.

Students involved in travel shall:

- Be on time for all trips;
- Dress neatly and in compliance with the District dress and grooming code;
- Be on their best behavior in restaurants and hotels;
- Care for any equipment assigned to the student and return it to the proper storage location upon return to the school;
- Be on their best behavior while on the bus or other vehicle; and
- Promptly obey all instructions given by the coach/director or any adult chaperone.

General Rules of Conduct

Students who participate in extracurricular activities shall comply with the following rules of conduct at all times. Students who participate in extracurricular activities shall:

- Show respect for all officials and staff.
- Participate in every practice, competition, performance, game, tournament, and event required by the coach/director, unless the coach/director has granted an excused absence.
- Arrive promptly, properly attired, for every practice, competition, game, tournament, etc., unless the coach/director has granted an excused absence/tardy.

- Adhere to the grooming standards established by the individual activity sponsor's regulations.
- Demonstrate a sportsmanlike behavior.
- Demonstrate a positive attitude.
- Be polite to others.
- Exemplify honesty in all school work.

Students who receive poor conduct reports in class may also be subject to suspension or dismissal from extracurricular activities.

Attendance and Tardies

Students engaged in extracurricular activities are expected to participate in all practices, performances, competitions, games, tournaments, and other events identified by the coach/director. The coach/director will identify times for required practices, performances, competitions, games, tournaments, etc., at the start of each semester for fine arts or at the beginning of the sport or program activity season. The coach/director has the discretion to modify the schedule as needed.

Extracurricular Activity Conflicts

Activities Sponsored by BISD

In the case of a conflict between BISD-sponsored student activities, extracurricular or otherwise, coaches/directors will work together to accommodate the student so that the student may participate in all activities to the extent possible. UIL and other BISD-sponsored performances or competitions will take precedence over clinics and/or practices. Students involved in multiple BISD-sponsored activities shall not be penalized by a grade reduction or limitation on further participation based upon such a conflict.

Activities Sponsored By Outside Organizations

In the case of a conflict between BISD-sponsored student activities and student activities sponsored by outside organizations, UIL and other BISD-sponsored performances, competition, clinics and/or practices will take precedence over the activity sponsored by the outside organization. Absences or tardies to BISD extracurricular activities due to schedule conflicts with activities sponsored by outside organizations will be unexcused. Consequences for unexcused absences or tardies due to participation in outside organizations will be at the discretion of the BISD coach/director.

Participation in Activities on Day of Absence

Unless extenuating circumstances exist, students should be in attendance at school prior to after-school practice that day or to participate in an extracurricular activity that day/night. A

student absent from school for any portion of a school day shall provide a note signed by the student's parent that describes the reason for the absence.

Students who fail to appear for a scheduled event without a written excuse from the student's parent may be prohibited from participating in the next scheduled activity. Students' absences from extracurricular activities shall be excused for only those reasons set forth by the coach/director. Excessive unexcused absences may result in suspension or dismissal from the activity/organization. Such decisions shall be made in consultation with the campus principal and are subject to review through BISD Board Policy FNG (LOCAL).

Students under a doctor's care for an injury are expected to attend any practice, performance, competition, or other event relating to the activity/organization but will be allowed to participate only to the extent authorized by written order of the student's physician.

Students should make every effort to schedule health care appointments at times that will not interfere with school or extracurricular activity participation. If a conflict is unavoidable, the student shall inform the coach/director prior to the appointment and provide written documentation, acceptable to the coach/director, of the appointment. The note shall be signed by the student's parent.

Disciplinary Infractions and Loss of Extracurricular Privileges

In addition to obeying rules set forth in the BISD **Student Code of Conduct**, the particular extracurricular activity's constitution, handbook, rule book, and/or regulations, if any, or rules otherwise communicated to the student by the activity's coach/director, a student in grades 6 through 12 participating in any BISD extracurricular activity shall comply with the **Extracurricular Student Activities Regulations** and will incur the following standardized additional extracurricular consequences for certain violations of the BISD Student Code of

Conduct:

1. Behaviors resulting in In-School Suspension.

Disciplinary action as outlined below represents the **minimum** consequences that may be administered.

Any student removed from the regular educational setting and assigned to In-School Suspension, shall be suspended from all extracurricular (student may still practice) activities as outlined below:

- **1st Offense:** (Grades 6-12) Suspension: The student shall be suspended from further participation in all extracurricular activities for the term of the ISS.
- **2nd Offense:** (Grades 6-12) Suspension: The student shall be suspended from further participation in all extracurricular activities for up to 3 school calendar days upon completion of ISS term, at the discretion of the coach/director.
- **3rd Offense:** (Grades 6-12) Suspension: The student shall be suspended from further participation in all extracurricular activities for up to 5 school calendar days upon completion of ISS term, at the discretion of the coach/director.

The principal will not ordinarily interfere in a coach/sponsor's judgment regarding appropriate extracurricular discipline but has the authority to increase or decrease the punishment based on his or her assessment of the situation.

2. Behaviors resulting in Out-of-School Suspension from School.

Disciplinary action as outlined below represents the **minimum** consequences that may be administered.

Any student suspended from school shall be suspended from all extracurricular activities as outlined below:

- **1st Offense:** (Grades 6-12) Suspension: The student shall be suspended from further participation in all extracurricular activities (excluding practices) for the term of the suspension.
- **2nd Offense:** (Grades 6-12) Suspension: The student shall be suspended from further participation in all extracurricular activities (excluding practices) for up to 10 school calendar days, at the discretion of the coach/director.
- **3rd Offense:** (Grades 6-12) Suspension: The student shall be suspended from further participation in all extracurricular activities (excluding practices) for up to 30 school calendar days, at the discretion of the coach/director.

The principal shall make all final disciplinary action decisions.

3. Behaviors resulting in Disciplinary AEP Assignment (Mandatory or Discretionary)

Disciplinary action as outlined below represents the **minimum** consequences that may be administered.

Any student removed from the regular educational setting and assigned to DAEP shall be suspended from all extracurricular activities as outlined below:

- **1st Offense:** (Grades 6-12) Suspension: The AEP assignment will be followed by campus counseling, campus-based community service, and no participation in all extracurricular activities for 10 school calendar days after returning from AEP.
- **2nd Offense:** (Grades 6-12) Suspension: The student shall be suspended from further participation in all extracurricular activities for the remainder of the school year.
- **3rd Offense:** (Grades 6-12) Suspension: The student shall be suspended from further participation in all extracurricular activities for one school calendar year after returning from AEP.

The principal shall make all final disciplinary action decisions.

Transfer Students

Nonresident transfer students or students moving into BISD from another school district who wish to participate in extracurricular activities in BISD will have their disciplinary records from the previous district reviewed and may be ineligible for participation for some period of time, as provided in this **Extracurricular Student Activities Regulations**.

Behavior Outside School's Ordinary Jurisdiction

Any student who participates in a BISD extracurricular activity and who is involved in an off-campus situation that results in substantial disruption or a reasonable forecast of substantial disruption to campus operations or activities and that involves possessing, sending, forwarding, posting, accessing or displaying electronic messages that are illegal, abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, may be subject to disciplinary actions within their extracurricular organization in addition to consequences, **if any**, in accordance with the **Student Handbook** and **Student Code of Conduct**. Furthermore, arrest or citation for drug, alcohol, weapon, or violent offenses or any felony offense may result in disciplinary actions within their extracurricular organization in addition to consequences, **if any**, in accordance with the **Student Handbook** and **Student Code of Conduct**.

Section VIII – Cheerleading

Brackett Independent School District Secondary Schools



**2015-2016
Cheerleader/Mascot**

- **BISD Secondary Schools Cheerleader Constitution**
- **BISD Secondary Schools Demerit Guidelines**
- **Sample Uniform List for Varsity Squad/Mascot***
*Prices are subject to change with Varsity Catalog
- **Sample Uniform List for Junior High Cheerleaders***
*Prices are subject to change with Varsity Catalog



BRACKETT INDEPENDENT SCHOOL DISTRICT

Brackett Secondary Schools Cheerleader/Mascot Constitution

Cheerleader/Mascot activities will comply with UIL regulations and shall be in accordance with safety standards as prescribed by the National Federation High School Spirit Handbook.

CHEERLEADER/MASCOT GUIDELINES

The following guidelines have been reviewed by the Brackett Independent School District Board of Trustees. Many of the requirements listed below in respect to behavior are also found in the Cheerleader/Mascot Demerit Guidelines and the Student Code of Conduct.

CHEERLEADER/MASCOT

1. Each student must be enrolled in Brackett ISD by the end of the first six weeks.
2. Each student must be eligible to participate in extra-curricular activities at the time of practice and tryouts.

CHEERLEADER/MASCOT SELECTION

Eligibility to tryout will be determined by an evaluation that consists of academic, discipline, attendance and clinic participation records.

1. Candidates will be selected by three impartial judges.
2. Candidates will be required to do the following:
 - a. Cheer
 - b. Chant
3. Judges will score each performance awarding from 1-100 points.
4. The top ten scores for high school candidates and the top six scores for Junior High school candidates will be cheerleaders for the upcoming school year.
The top candidate score for mascot tryouts will be mascot for the upcoming school year.
5. In the event of a tie for the 10th position on the High School squad and the 6th position on the Junior High squad, the Academic Evaluation to Determine Eligibility to Tryout points will be added to each tied participant's total to break the tie.
6. The head cheerleader for the High School Squad will be selected by the following criteria:
 - Candidates who have officially made the High School Squad must be classified as a Junior/Senior for the upcoming school year.
 - Candidates must have already completed one to two years of High School Cheerleading when signing up for Head cheerleader.Junior High cheerleaders will alternate head cheerleader duties each week.
7. Candidates trying out for high school cheerleader or mascot are allowed to switch between the two positions from the time of sign-up until the end of the second day of practice. At the end of the second day, the position where the student is practicing will be the tryout position.
8. Any candidate who has been dismissed from the squad due to excessive demerits, conduct unbecoming of a cheerleader, or has been suspended from school, expelled, can not tryout for the cheer squad for a period of one year

after the dismissal or misconduct.

9. Parents are responsible for the financial burden of a candidate being selected as a cheerleader/mascot.

Cheerleaders/Mascots represent Brackett ISD. The cheer squads are expected to conduct themselves in a way that brings honor to the school. Cheerleaders/Mascots shall promote and uphold school spirit, develop a sense of good sportsmanship among students and adults and strive to uphold the highest personal, as well as cheerleading standards both at school and at athletic events.

Selection as a cheerleader/mascot is an honor. The privilege of representing the school can be removed either temporarily or permanently, at the discretion of the principal with consultation by the sponsor for: 1) failing to meet UIL qualifications, 2) being involved in an incident that would warrant his/her suspension from school, 3) conduct unbecoming a lady or gentleman, 4) excessive detentions due to tardiness, misbehavior, etc. 5) failure to participate in group activities, and 6) being assigned to on-campus suspension, Saturday school or disciplinary alternative education programs.

Selected cheerleaders/mascots are expected to complete the full cheerleading year. Any cheerleader/mascot who quits the cheerleading squad will not be allowed to try out for any squad position the upcoming school year. Cheerleaders/mascots who quit their position at any time will forfeit all participation in the current year UIL activities.

Cheerleader/Mascot camp is mandatory. Cheerleader expenses will be limited. The sponsor will be the final authority on cheerleader uniforms, shoes, etc., but will consult with the cheerleaders, parents and the principal. Any squad member ordering uniforms will be required to pay for them within the time frame addressed below. Cheerleaders are expected to raise money to cover expenses for crashers, paints, etc.

The sponsor is responsible for:

1. Setting practice times and supervising practices
2. Accompanying cheerleaders/mascot at all official school functions
3. Coordinating with the principal concerning grades and conduct

CHEERLEADER UNIFORM REQUIREMENTS

Uniforms are considered the personal property of the cheerleader. Once a candidate has been chosen as cheerleader, a \$150.00 payment will be made within thirty (30) days of the election in order to begin covering camp uniform costs. All uniform payments must be made in full prior to receiving a uniform and attending summer camp.

LETTER JACKET REQUIREMENTS

High School Cheerleaders/Mascot(s) become eligible for a Letter Jacket when they have completed their first year of cheerleader service. One year of service includes the current year football and basketball season. Cheerleaders must be in good standing with the current squad, and must not have been removed from the squad due to discipline or demerit reasons during the year of service.

ACADEMIC EVALUATION TO DETERMINE ELIGIBILITY TO TRYOUT

The following categories of the academic evaluation are to be completed from the corresponding sections of the individual's report card by the cheerleading coach/principal:

GRADES

No semester average below "80" for the first semester	5
No cycle grade below "80" for the first semester	5
A semester average below "80" but not below "75" for the first	3

A cycle grade below "80" but not below "75" during the first	3
A semester average below "75" but not below "70" for the first	2
A cycle grade below "75" but not below "70" during the first	2
A semester average below "70" for the first semester	0
A cycle grade below "70" during the first semester	0

ATTENDANCE (Includes both excused and unexcused absences, but does not include approved school related absences.)

The accumulation of no more than 4 absences for the first semester	5
The accumulation of 5-7 absences for the first semester	3
The accumulation of more than 8 absences for the first semester	0

DISCIPLINE

THE FOLLOWING CATEGORY WILL BE COMPLETED ACCORDING TO THE SCHOOL'S DISCIPLINE RECORDS

Number of Office Referrals	_____
Number of In-School suspensions	_____
Number of Suspensions from School or placements in DAEP	_____

DISCIPLINE RECORD

No Office Referrals issued for this applicant	5
No more than one office referral or ISS	3
More than one office referral	0

ANY APPLICANT WHO HAS BEEN ISSUED MORE THAN 3 OFFICE REFERRALS, DISCIPLINE DETENTIONS, HAS BEEN PLACED IN ISS MORE THAN ONCE, SUSPENDED FROM SCHOOL,

OR PLACED in a DAEP (Disciplinary Alternative Education Program) setting AUTOMATICALLY RELINQUISHES THEIR TRYOUT POSITION.

CUMULATIVE EVALUATION _____

THE APPLICANT MUST SCORE 13 OR ABOVE TO BE ELIGIBLE TO TRYOUT FOR CHEERLEADER/MASCOT.

CLINIC ATTENDANCE: (TO BE COMPLETED BY THE CHEER SPONSOR AFTER COMPLETION

OF TRYOUT CLINIC) (Includes both excused and unexcused absences, but does not include approved school related absences.)

No absences during tryout practice	5
No more than one absence during tryout practice	3
More than one absence during tryout practice	0

Total of Cumulative Evaluation and Clinic Attendance Points _____

In the event of a tie for the 10th position on the High School squad and the 6th position on the Junior High squad, the Academic Evaluation to Determine Eligibility and Clinic Attendance to Tryout points will be added to each tied participant's total to break the tie.



**BRACKETT INDEPENDENT
SCHOOL DISTRICT
BRACKETT SECONDARY
SCHOOLS
CHEERLEADER/MASCOT
DEMERIT GUIDELINES**

The following rules apply to all cheerleaders and the mascot. Demerits will be given if violation of any rule occurs, including but not limited to the **BISD Cheerleader/Mascot Demerit Guidelines and the Student Code of Conduct**. Demerit Notice Records will be kept on file with the sponsors. The cheerleader/mascot and sponsor will sign a Demerit Notice on the date of the occurrence of the violation or as soon as possible thereafter. A Demerit Notice will be sent home to be signed by the parent/guardian and returned to the sponsor within two days. A summary sheet of accumulated demerits will be sent home to the parents/guardians if demerits are being accumulated quickly, or if the cheerleader/mascot is in danger of being dismissed from the squad. Any summary sheet will be signed by the parent/guardian and returned to the sponsor within two days. Refusal or failure to acknowledge the demerit notice with a signature by the cheerleader and/or parent/guardian does not mean that the demerit(s) do not exist.

GENERAL

7 DEMERITS

1. Missing a game (including playoff games), practice, pep-rally, or meeting you are expected to attend. **The cheerleader/mascot must personally let the sponsor know if you will be late or will miss an event.** Excused absences will be: 1) death in the family, 2) hospitalization or illness.

In the event of hospitalization or illness, the cheerleader/mascot must bring a release from the doctor to the sponsor. This will let the sponsor know the student has been released and if there are any limitations to activities.

2. Failure to participate in group activities such as fundraising, decorating, or practice. **You must personally let the sponsor know you will not be able to participate in the event prior to the date of the event.** Excused absences would include 1) death in the family, 2) hospitalization or illness.

In the event of hospitalization or illness, the cheerleader/mascot must bring a release from the doctor to the sponsor. This will let the sponsor know the student has been released and if there are any limitations to activities.

3. Any squad member missing more than one practice prior to a pep rally will not perform at the pep rally. The cheerleader may receive demerits for missing practice and an additional five (5) demerits for not performing at the pep rally. Any squad member missing practice the day prior to a pep rally will not perform at the upcoming pep rally and may receive five (5) demerits for not performing at the pep rally.

4. Social media such as... MySpace, Facebook, Instagram, etc appearing on the internet is public domain even if it is marked private. Cheerleaders will uphold good character at all times including action on personal websites and postings as well as posting on other students' websites. Any question of appropriateness that is unfavorable or illegal will be decided by the principal and sponsor. The principal will investigate the allegations or incidents that involve media and inappropriate involvement in these areas.

5 DEMERITS

1. No physical contact with the opposite sex while wearing cheerleader/mascot uniforms or during practice. Friends are not allowed at practice. Friends who attend games may visit with squad members prior to the game, during half time, or after the game. If squad member is late or neglectful of duties and responsibilities, demerits will be issued.

2. Being late to a game, practice, pep-rally, or meeting that you are expected to attend. **You must let the sponsor know prior to the event you will be late.** The only acceptable excuse for being late is if you have a doctor's appointment. A release from the doctor will be required so the sponsor will know there are no limitations of activities.

3. Leaving a designated area (field, practice, etc.) without permission.

4. Misbehavior in class, disrespect toward a teacher, administrators, cheerleaders/mascot, community members, or consistent tardiness to class resulting in Saturday school.

5. Uniforms must be neat and clean at all times. All squad members will wear the proper uniform on game days. These uniforms (hair style, bow, uniform, socks, shoes) include, but are not limited to uniform worn:

- during school (or at a pep rally)
- during travel
- during the game or event.

6. Non-cooperation or fighting among squad members will not be tolerated. This rule includes, but is not limited to verbal abuse of other squad members (degrading, making fun of, bickering, etc.).

If a fight breaks out between squad members, or if a squad member is fighting with another student, suspension from the squad for a period of one week will occur with possible grounds for immediate dismissal from the squad. Dismissal from the squad will be decided by the principal and sponsor.

7. Use of profanity will not be tolerated.

8. Failure to promote and uphold positive, encouraging attitudes during cheerleading activities.

9. Not participating at games, practice, decorating, fund raising, and meetings will result in demerits.

10. If a squad member receives detention, in-house suspension or Saturday school an additional 5 demerits will be issued**** A word of caution, if detention, in-house suspension, or Saturday school is received by a squad member, a possible total of 17 demerits can be earned at one time (5 for the detention, in-house, or Saturday school; 5 for misbehavior or disrespect; 7 for missing a practice or game). Please refer to the student handbook.

3 DEMERITS

1. No jewelry will be worn during practice, games, or pep-rallies. This is for the protection of all squad members.

2. No gum chewing at practice, games, pep-rallies.

3. Cheerleaders are responsible for bringing all items necessary to practice. This includes: pom poms, cheerleader shoes, and proper workout clothes.

FOOTBALL

5 DEMERITS

1. During pre-game activities, cheerleaders and mascot will stand at attention while school songs, prayer, and national anthem are being performed. **DISRESPECTFUL BEHAVIOR WILL NOT BE TOLERATED.**
2. Squad members will have a break at half-time. Squad members may leave the sidelines at the end of the second quarter and will be back in front of the bleachers or forming a victory line approximately three (3) minutes before the beginning of the second half. The mascot will be in uniform and ready for the game no less than twenty (20) minutes prior to the start of the game or event. The mascot will remain in uniform, with the exception of removing the head and hands during half-time or to get a drink or ice until the end of the game or event.
3. Squad members may not stand around under the bleachers during half-time. You may sit in the stands with family or friends, or return to the front of the bleachers during half-time activities. **ONLY SQUAD MEMBERS ARE ALLOWED ON THE SIDELINES/FIELD.**
4. Cheerleaders are assigned duties prior to the first football game. These duties include, but are not limited to weekly pep-rallies and loading/unloading van responsibilities throughout the ten week season. Cheerleaders not sharing in assigned duties will receive demerits for non-participation and non-cooperation among squad members.

BASKETBALL

1. Squad members will be allowed breaks before the varsity girl's game, during half-time of the girl's game (after performance), before the varsity boy's game, and during half-time of the boy's game, (after performance). After each break, squad members will return to the bleachers just prior to the beginning of play. All squad members will remain on the floor or in the bleachers during playtime.
2. Squad members who are playing in JV or Varsity games will return to the gym and cheer squad by the end of the first quarter of the following game. (i.e., if you are playing JV basketball, you must be in uniform and in the stands with the rest of the cheer squad by the end of the first quarter of play of the varsity girl's game.)

Any squad member assigned to DAEP will receive a total of 15 demerits (5 for disrespect to a teacher/misbehavior; 10 for being assigned to Alternative School). If the squad member misses a game practice, etc. while being assigned to DAEP, an additional 7 demerits will be given for events missed. Additional action will be taken which include suspension for minimum period of four (4) weeks and the student will be placed on probation for the remainder of the year. The decision for additional action (i.e. extended suspension, extended probation or dismissal from the cheer squad) will be made by the principal and the sponsor at the time of the incident and will override this demerit system or any demerits already accumulated. If the squad member exceeds the 30 demerit maximum they will be dismissed from the squad. If a squad member has not been dismissed, upon return to the regular classroom; any occurrence of violation of school policy, Student Code of Conduct or misbehavior against a staff member, other student, etc. will result in immediate dismissal from the cheer squad.

Cheerleaders/mascot are not only a representative of Brackett ISD outside the community, but you are also expected to be an example to other students in and out of class by showing respect to teachers, not misbehaving in class, not being tardy, completing homework assignments, showing respect to other

students, etc. When traveling as a squad, all travel uniforms will meet the Brackett Dress Code located in the Student Handbook.

Because participation in cheerleading or mascot is a privilege and not a right, Brackett ISD is authorized to set higher standards for cheerleader/mascot participants.

Actions performed by a squad member which violate behavior or student conduct guidelines located in the student handbook may result in immediate dismissal from the squad. The decision will be made by both the principal and cheer sponsor and will override the demerit system or any demerits accumulated by the squad member at the time of violation.

Twenty accumulated demerits will result in a squad member being removed from all activities for one week. Accumulation of another ten (10) demerits will result in permanent dismissal of a member from the squad.

A CHEERLEADER/MASCOT WILL BE REMOVED FROM THE CHEER SQUAD UPON ACCUMULATION OF THIRTY (30) DEMERITS.

UNIFORM LIST FOR VARSITY SQUAD

The following uniforms and camp will be required for the 2015 – 2016 Varsity Cheer Squad. The costs are estimates at this time. The final figures will be provided after fitting from a Varsity Representative. The uniform and equipment will be selected by the Cheer Sponsor and approved by BISD to be in compliance with school dress codes.

<u>CHEERLEADER</u>		<u>CHEER SPOTTER</u>		<u>MASCOT</u>	
Cheer Camp	300	Cheer Camp	300	Cheer Camp	300
Camp Uniforms	150	Camp Uniforms	150	Camp Uniforms	150
Jacket	100	Jacket	100	Jacket	100
Windpants	50	Windpants	50	Windpants	50
Travel Bag	50	Travel Bag	50	Travel Bag	50
Shoes	70	Shoes	70	Shoes	70
Shell (Y Gold)	60	ESTIMATE	720	ESTIMATE	720
Skirt	60				
Bloomers	12				
Under armor	40				
Leggings	20				
Bow	10				
Shell (Metallic)	60				
Skirt	60				
Bloomers	12				
Under armor	40				
Bow	10				
16 Pleat Skirt	60				

ESTIMATE	1164				

The above list will all be ordered from a cheerleader uniform specialty catalog. The costs will vary depending on the style the squad picks out. Additional costs include socks (must be white or black **no-show** socks), make-up, money for snacks when we travel and souvenirs when the girls attend the day camp.

UNIFORM LIST FOR JUNIOR HIGH SCHOOL CHEERLEADERS

The following uniforms and camp will be required for the 2015 – 2016 Junior High Cheer Squad. The costs are estimates at this time. The final figures will be provided after fitting from a Varsity Representative. The uniform and equipment will be selected by the Cheer Sponsor and approved by BISD to be in compliance with school dress codes.

1	Camp	\$300
2	Camp Uniforms	This uniform cost will vary depending on what the squad picks out. Last year we ordered two (2) T-shirts, and a shirt from a specialty shop. The cost was about \$100.00.
2	Pair Bloomers	\$20 each
2	Hair Bows	\$15.00
1	Pair Shoes	\$55.00 to \$65.00
1	Black Uniform	\$134.00
1	Monogramming	\$11.00 (megaphone/paw print)
1	Cheer Bag	\$32.00
1	Monogramming	\$5.75 (initials on bag)
2	Pom Poms	\$20.75

ESTIMATE ABOUT \$700		

The above list will all be ordered from a cheerleader uniform specialty catalog. The cost of items will vary slightly depending on the style the girls pick out.

ADDITIONAL UNIFORM COSTS

- 1 Black (White) Turtleneck
- 1 Pair wind pants (must be solid black - no other color)
- 1 Pair Black Tights
- 1 Under Garments (No sports bras will be worn if they can be seen outside the uniform)

Additional costs include socks (must be white or black **no-show** socks), make-up, money for snacks

Section IV Athletics Policy

Section X Drug Testing Policy

DISTRICT DRUG TESTING POLICY & PROCEDURES

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

INTERROGATIONS BY SCHOOL OFFICIALS	Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.
BY POLICE OR OTHER AUTHORITIES	For provisions pertaining to student questioning by law enforcement officials or other lawful authorities, see GRA(LOCAL).
LOCKERS AND VEHICLES	<p>Students have full responsibility for the security of their lockers and for vehicles parked on school property. It is the student's responsibility to ensure that lockers and vehicles are locked and that the keys and combinations are not given to others. Students shall not place, keep, or maintain any article or material that is forbidden by District policy in lockers or in vehicles parked on school property.</p> <p>School officials may search lockers or vehicles parked on school property if there is reasonable cause to believe that they contain articles or materials prohibited by District policy. Students shall be responsible for any prohibited items found in their lockers or in vehicles parked on school property.</p> <p>If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents. If the parents also refuse to permit a search of the vehicle, the District may turn the matter over to local law enforcement officials.</p>
USE OF TRAINED DOGS	<p>The District shall use specially trained nonaggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances defined in FNCF(LEGAL), and alcohol. This program is implemented in response to drug- and alcohol-related problems in District schools, with the objective of maintaining a safe school environment conducive to education.</p> <p>Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property. The dogs shall not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.</p>
NOTICE	At the beginning of the school year, the District shall inform students of the District's policy on searches, as outlined above, and shall specifically notify students that:

1. Lockers may be sniffed by trained dogs at any time.

2. Vehicles parked on school property may be sniffed by trained dogs at any time.
3. Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.
4. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.

PARENT NOTIFICATION	The student's parent or guardian shall be notified if any prohibited articles or materials are found in a student's locker, in a student's vehicle parked on school property, or on the student's person, as a result of a search conducted in accordance with this policy.
EXTRACURRICULAR ACTIVITY DRUG TESTING RATIONALE	The Board encourages students to participate in school-sponsored extracurricular activities but believes the opportunity to participate is a privilege offered to eligible students on an equal opportunity basis. The use of alcohol or other drugs by students participating in extracurricular activities presents a hazard to the health, safety, and welfare of the student participant. The Board believes testing student participants in school-sponsored extracurricular activities serves the important purpose of detecting and preventing illegal drug and alcohol use among students.
DEFINITION	"School-sponsored extracurricular activity" shall mean, without limitation, all interscholastic athletics, cheerleading, drill team, academic clubs, special interest clubs, musical performances, dramatic productions, student government, and any other activity or group that participates in contests, competitions, or community service projects on behalf of or as a representative of the District.
REQUIRED TESTING	To be eligible to participate in any school-sponsored extracurricular activity, a secondary student (grades 9–12 and any 8 th grade marching band member) shall agree to participate in a drug-testing program that includes a mandatory test of all participants at the beginning of the school year and random testing during the school year.
USE OF RESULTS	The results of any drug test administered under this policy shall be used only to determine eligibility for participation in school-sponsored extracurricular activities.
CONFIDENTIALITY	Results shall be kept confidential and disclosed only to the student, his or her parents/guardians, and school officials designated by the Superintendent. Results shall not be placed in student records. Students shall not be penalized in any other way. No actions shall be taken by the school against the student other than suspension from participating in extracurricular activities, as outlined below.
PROHIBITED CONDUCT	Student participants in school-sponsored extracurricular activities shall not at any time during the school year use, possess, sell, distribute, or be under the influence of any illegal drug, anabolic steroid, or alcohol.
PARENT / STUDENT MEETING	A meeting with potential student participants and their parents or guardians shall be scheduled in the spring for students desiring to participate in the following school year and at the beginning of each semester for students desiring to participate in activities during that semester who did not participate in an earlier session. The drug testing plan shall be discussed, and copies of the policy, procedures, and the consent form shall be provided for each participant at that time.
CONSENT FORM	Student participants must sign a consent form agreeing to participate in the drug-testing program. The consent form must also be signed by a minor student's parent or guardian before the beginning of the school year, semester, or specific activity, e.g., casting and production of a dramatic presentation. Consent forms shall be valid until revoked by the student or parent.

If the student participant or his or her parent or guardian declines to sign the consent form, the student shall not be permitted to participate in school-sponsored extracurricular activities.

TESTING PROCEDURES	<p>A licensed drug testing laboratory selected by the Superintendent and approved by the Board shall conduct all testing for the presence of drugs in student urine samples. The Superintendent is the program manager who shall administer the program with the selected testing entity.</p> <p>Drugs specifically tested for are those on the testing entity's 8-panel screen and include substances that are illegal to buy, possess, use, sell, or distribute under state or federal law and alcohol, including prescription drugs. These substances include Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Marijuana, Opiates, Phencyclidine, and Propoxyphene, including metabolites of any of these substances.</p> <p>Samples shall be taken under conditions that are no more intrusive to students than the conditions experienced in a public restroom. The Superintendent, in cooperation with the selected testing entity, shall develop administrative regulations for collection and testing, as needed.</p>
INITIAL TESTS	<p>All students desiring to participate in school-sponsored extracurricular activities may be tested at the beginning of the school year. Testing shall occur at a time, place, and date scheduled by the principal in cooperation with the testing agency, and without prior announcement.</p>
RANDOM TESTS FREQUENCY	<p>Each school year, the program manager shall determine the percentage and frequency of students to be tested based on the number of participants. The testing entity shall select the dates for conducting random drug tests. The selection of dates shall not follow any recognizable pattern.</p>
RANDOM SELECTION OF STUDENTS	<p>The District shall provide the testing laboratory with a list of all identified participants. Students shall be chosen for testing by computer-generated random selection conducted by the testing laboratory.</p> <p>Students shall not be notified in advance of any drug test.</p>
COLLECTION OF SAMPLE	<p>Upon the testing entity's arrival at school, the names of those students being tested will be given to the designated school official, who shall arrange for the students to report to the collection area.</p> <p>Students shall be tested in an isolated facility under the supervision of an official of the same sex who shall assist the testing entity representative. Students shall provide a urine sample in a restroom or other private facility in a closed stall. Neither the supervising official nor the testing entity representative shall directly observe a student providing his or her urine sample. Facilities shall be secured to ensure security and confidentiality.</p> <p>The urine sample shall be collected in a sealed split specimen (parts A and B) collection container provided by the testing entity. The student shall provide the collected sample to the testing entity representative. The split specimen bottle shall be sealed and witnessed by the student. A copy of the specimen collection and chain-of-custody procedures used by the testing entity shall be made available to any parent or student upon request.</p>

REFUSAL TO PROVIDE SAMPLE	Refusal to provide a sample or noncompliance with the testing procedures by any student shall be considered a positive test result and shall be subject to the appropriate consequences.
TESTING STANDARDS	<p>Testing shall be conducted through accepted scientific means using approved practices and procedures established by the testing laboratory. The testing parameters shall be set at industry standards as defined by the National Institute for Drug Abuse. The testing laboratory shall be certified by the Substance Abuse and Mental Health Services Administration (SAMHSA) and shall have greater than five years of experience in toxicology testing and chain-of-custody procedures.</p> <p>The drug test shall be performed at the testing laboratory by urinalysis. After the specimen is delivered to the laboratory it shall be analyzed using immunoassay methodology. All presumptive positive results shall be confirmed by a second test of the same specimen using a gas chromatography/mass spectroscopy methodology.</p>
MEDICAL REVIEW OFFICER	<p>The testing entity shall provide a medical review officer (MRO) for interpreting and verifying test results. The MRO services shall be provided by a licensed physician who is certified by the Medical Review Officer Certification Council or the American Association of Medical Review Officers.</p> <p>When a student's test result indicates the presence of a prohibited substance, the MRO shall contact the parent or guardian within one school day of receiving a confirmed positive test result.</p> <p>The MRO shall confer with a parent or guardian and determine if there is a medical explanation for the positive test result.</p> <p>If the MRO is unable to contact the parent or guardian within one school day, the MRO shall ask the designated school official for help in locating the student's parent or guardian. This request in no way implies a positive test result and only indicates that the MRO has questions for the student's parent or guardian.</p> <p>If a medical explanation offered by the student's parent or guardian is verified by the MRO, the test result shall be reported as negative. If the MRO cannot verify the medical explanation, a confirmed positive test result shall be reported to the designated school official within one school day of conferring with the student's parent or guardian or in the event contact cannot be made, within three days of the attempt to contact.</p>
RETEST	<p>Students who test positive may request a second test. A request for a retest must be made to the designated school official in writing within 48 hours from the time the parent or guardian was first notified of a positive test result, and payment for the retest must be included with the request. Once a request for a retest is made, the District's testing laboratory shall send bottle "B" of the split specimen directly to the second laboratory for retesting at the parent's or guardian's expense. The parent may select the second laboratory from a list of nationally certified independent laboratories identified by the District.</p> <p>The results of the retest shall be used in lieu of the results generated by the District's testing laboratory (i.e., the results of the retest control what consequences, if any, will apply under the student drug-testing policy). However, retest results from an unapproved second laboratory shall not be considered.</p> <p>The consequences described below will be imposed pending the results of the retest.</p>

CONSEQUENCES

When the District is notified of a confirmed positive test result, the following steps shall be taken:

1. The school official to whom results are reported shall notify the principal and athletic director, if the student is in interscholastic athletics.
2. The principal shall notify the student's parent or guardian. The principal shall inform parents of the opportunity to request a retest.
3. The principal shall notify the sponsor or coach of the affected activity.
4. The principal shall schedule a meeting with the student, the parent or guardian, and the personnel responsible for administering the extracurricular activities the student participates in to discuss the consequences of the positive test and opportunities for the student to receive assistance related to substance abuse. At the meeting, the principal shall give the student and parent a copy of the test results

SANCTIONS

The student shall be removed from participation, including practice or competition, until the following criteria are fulfilled:

1. A minimum of 14 calendar days have elapsed;
2. The parent or guardian provides documentation of substance abuse counseling during the suspension period from an approved provider at the expense of the parent or guardian and/or through completion of an on-line certification program approved by the District. Approved providers include certified chemical dependency counselors and any agency certified by the Texas Department of Health or the Texas Department of Alcohol and Drug Addiction Services; and
3. The student is retested by the testing agency with a negative result. The student has the option of retesting on the 14th or 28th calendar day following removal.

The sponsor or coach may allow the student to continue to attend practices, but the student shall not actively participate. Failure to meet these requirements within the specified time lines shall result in a continuation of the suspension until the student completes the requirements outlined above.

Any student who tests positive, receives counseling, and is reinstated shall be retested for as long as he or she participates in school-sponsored extracurricular activities for the remainder of the school year. If a student tests positive a second time, the period of suspension and counseling shall be one full calendar year.

A student serving a suspension that is not completed at the end of the school year shall complete the suspension during the following school year until the entire length of the suspension has been served.

A positive drug test shall not affect the student's grade in any curricular class associated with the extracurricular activities. However, if participation in the extracurricular activities is required for the class or affects the student's grade, the student may be required to satisfy participation requirements in alternative ways. The result of the drug test shall not be documented in the student's academic records.

APPEAL

An appeal of the sanction may be instituted by the parent by giving written notice to the Superintendent within five days. The student shall be ineligible for participation pending the appeal. Using the procedures in FNG(LOCAL) for a Level Three presentation, the Board shall determine whether the sanction was justified.

STUDENT DRIVERS	<p>Students who drive to and from school and who park on school property shall be subject to the same initial and random drug testing requirements as students who participate in school-sponsored extracurricular activities.</p> <p>In addition to any other sanctions that may be imposed based on a student driver's participation in school-sponsored extracurricular activities, a student who has a positive test result shall not be permitted to park on school property for 30 school days. After this 30-day period or upon subsequent testing with a negative test result, the student shall be permitted to park on school property. A second positive test resulting in a one year suspension from extracurricular activities will result in a revocation of parking privileges for up to 60 school days</p>
EFFECT OF DISCIPLINE POLICY	<p>Nothing in this policy limits or prohibits the application of Board policy providing for disciplinary action for students using, being under the influence of, possessing, or distributing illegal drugs or alcohol on school property or at school events.</p>
REASONABLE SUSPICION DRUG AND ALCOHOL TESTING	<p>Any student may be required by the principal or designee to submit to a drug or alcohol use test at any time upon reasonable suspicion, by any professional staff member, that the student is under the influence of alcohol or of a drug while at school or a school-related activity or immediately before attending school or a school activity. Reasonable suspicion must be based on specific personal observation concerning the appearance, speech, or behavior of the student indicating the effects of drug or alcohol use. Information provided by a reliable source, if based on personal knowledge, may also constitute reasonable suspicion.</p> <p>Tests for alcohol use may be conducted by means of a urinalysis, breathalyzer, and/or saliva test. Tests for drug use may be conducted by means of a urinalysis and/or hair sample test. The District will use the testing entity it uses for random drug testing. Testing shall be conducted through accepted scientific means using approved practices and procedures established by the testing laboratory. The testing parameters shall be set at industry standards as defined by the National Institute for Drug Abuse.</p> <p>Any student found to be under the influence of alcohol or any illegal drug or found to be abusing a legal prescription or over-the counter drug while at school or a school-related activity shall be subject to the sanction provisions of this policy, as well as to disciplinary action as described in the Student Code of C</p>

GLOSSARY

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level.

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

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

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

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the *Student Code of Conduct*. Students in the DAEP will be separated from students not assigned to the program. The DAEP will focus instruction on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

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

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

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

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

LAT stands for Linguistically Accommodated Testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

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

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

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

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.

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

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

STAAR Alternate 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 Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student's ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects.

Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

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