



Dr. Jesus H. Chavez  
Superintendent of Schools

AN EARLY COLLEGE DISTRICT  
**BROWNSVILLE**  
INDEPENDENT SCHOOL DISTRICT



Dr. Norma Ibarra-Cantú  
Executive Director Secondary Education

**DEPARTMENT OF CURRICULUM, INSTRUCTION & ACCOUNTABILITY**

1900 Price Road • Brownsville, Texas 78521 • (956) 548-8121

**2025-2026 Secondary Grading Procedures**

All Instances	<a href="#">Update</a> School Year, Page Numbers, Dates and Grammatical Errors
14	<a href="#">Update</a> Loss of Credit Statement
41	<a href="#">Update</a> Credit by Examination for Acceleration with No Prior Instruction Testing Windows





AN EARLY COLLEGE DISTRICT

# BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT

Curriculum, Instruction & Accountability Department



**2025-2026**

**Secondary Grading Procedures**



# Brownsville Independent School District

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## Employee Acknowledgment Form

BISD Board Policy **EIA (LOCAL)** mandates that the Superintendent or designee ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. EIA (Local) further requires that such guidelines make certain that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. Equally important, this policy also requires that guidelines for grading are to be clearly communicated to students and parents.

The BISD Expectations for the Grading and Reporting of Student Progress are written to provide direction and equity in the manner in which student academic performance is evaluated and communicated. The information and policies described in the Grading Expectations are necessarily subject to change, and I acknowledge that revisions may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing guidelines. Only the Superintendent's designee has the ability to adopt any revisions to the information in the Grading Expectations.

I understand that I should consult with my principal/department head regarding any questions I may have regarding the Grading Expectations. I further understand that it is my professional responsibility to read and comply with the policies and guidelines contained in the BISD Expectations for the Grading and Reporting of Student Progress (and any revisions made to it throughout the academic year).

*Please sign and give this form to your campus principal or department head.*

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Employee's Signature

Date

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Employee's Name (Typed or Printed)

Employee Number

**This acknowledgement form will be kept by the campus principal or department head Electronic access to the Grading Procedures can be found at**

**<https://www.bisd.us/departments/curriculum-instruction-human-resources/curriculum-instruction/district-alignment>**

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## Quick Reference

### Secondary Grading Procedures **2025-2026** Revisions

All .....	<a href="#">Update</a> School Year, Page Numbers, Dates, and Grammatical Errors
14 .....	<a href="#">Update</a> Loss of Credit Statement
41 .....	<a href="#">Update</a> Credit by Examination for Acceleration with No Prior Instruction Testing Windows

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## I. General Information

### A. Philosophy

The Brownsville Independent School District's mission is to provide an equal educational opportunity for each student and to teach students in a way that ensures academic success, high standards of achievement, and fulfillment of the individual's potential.

In order to assess progress towards the goal of student success, an effective grading and reporting system which accurately reports each student's educational achievement is required. The Brownsville Independent School District's grading and reporting system is based on the following philosophy:

- a. The basic consideration for grading is that of assessing the student's ability to function and achieve in relation to the mastery of the Texas Essential Knowledge and Skills as prescribed by the State and local school district for the various grade levels and/or subject areas. Grades assess the student's mastery (70%) of Texas Essential Knowledge and Skills and District objectives of the particular subject area and may be indicators of the student's preparation for successful employment.
- b. Student performance will be assessed through a variety of procedures such as written tests, daily work, oral recitation, assigned projects, classroom participation, other forms of assessment, make-up work and tests as per guidelines contained herein.
- c. Grades reflect the student's understanding and progress towards mastery of the course content and will not be reflective of student behavior.
- d. Since grading of student performance is of major importance, school personnel will exert maximum effort to maintain effective communication between the campus and the parent/guardian.
- e. Grades will reflect mastery of the Texas Essential Knowledge and Skills (TEKS) hierarchical learning based on Bloom's Taxonomy with focus on higher-order thinking skills.
- f. Administering and/or withholding physical activity as a form of punishment or behavior management is an inappropriate practice.



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- g. Parents, students, teachers, and administration must abide by the BISD Grading Policy.

### TEC Section 28.0216: District Grading Policy

A school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy.

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Added by Acts 2009, 81<sup>st</sup> Leg., R.S., Ch. 1236, Sec. 1, eff. June 19, 2009.

### **B. Benchmark Philosophy**

In accordance with Chapter 74, the Brownsville Independent School District implements the Texas Essential Knowledge and Skills (TEKS) --- the state-mandated curriculum for all Texas students. To ensure that the appropriate grade level and/or content area TEKS are introduced in the appropriate sequence with the appropriate depth and complexity, BISD, with the assistance of District personnel including teachers, curriculum specialists, and main office personnel, have developed a scope and sequence for each grade level and/or content area.

In addition to content introduced in the scope and sequence for a designated testing period, the District Diagnostic Testing Program also helps to monitor student's understanding of appropriate knowledge and skills.

Beginning with the 2013 – 2014 school year, a school district may not administer to any student more than two benchmark assessments to prepare for a corresponding state-mandated assessment. This limitation does not apply to college preparation assessments, including the TSI, PSAT, ACT-Plan, SAT, ACT, AP, IB, or independent classroom exams designed or adopted by the classroom teacher. A parent of a special

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needs student may, in accordance with commissioner rules, request additional benchmarks be administered to their child. District diagnostic tests are administered for the purpose of:

- a. Ensuring that the objectives in the District's scope and sequence are being taught;
- b. Aligning and revising the District's scope and sequence;
- c. Providing campuses with data to assist them in analyzing student achievement;
- d. Assessing the student's mastery of objectives taught;
- e. Providing the District with overall information regarding student progress and
- f. Exposing students to STAAR 2.0 questioning format. All campuses must participate in the District Diagnostic Testing Program; however, individual campuses always have the option of administering additional campus-developed diagnostic assessments. Whether or not diagnostic test scores will be counted as a grade will be an individual campus decision.

### **C. School Communication**

- a. Progress Reports
  1. At the end of the first three weeks of a grading period, a progress report must be sent home for all students including students serviced through special education whose grade average in any class is lower than 70 and is in danger of failing. Progress reports will be given in numerical terms.
  2. Progress Reports are intended to inform parents and students of deficiencies that need to be corrected in course(s) in time for parent/teacher conferences to be scheduled. The notice must provide for the signature of the student's parent/guardian and be returned to the district for students who are failing. The report must include the number of times a student has been absent.
  3. The above-mentioned requirements do not apply to married students. **[EIA Legal]**
  4. Schools may choose to provide progress reports to other students at their discretion.
  5. At the end of every six weeks or marking period, IEP Progress Reports must be provided to the parents/adult for all students in the Special Education Program.



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### b. Report Cards

1. Parents/Legal guardians will be provided written notice of a student's performance in each class or subject once every six weeks or marking period.
2. Adequate explanations to parents and students concerning the philosophy and purpose of report cards will be made.
3. If a student's level of achievement for the grading period is below the level required for course credit or grade level advancement, the report cards shall state the need for a conference between the appropriate teacher and the parent/guardian and shall summarize the requirements for advancement of course credit.
4. Teachers shall advise parents whether students are recommended or required to attend tutorial in the subsequent six-week grading period.
5. Parent/teacher conferences will be held at the end of the second and fourth six weeks or marking period of the school year.
6. Opportunities for parent-teacher conferences are strongly encouraged as a means of discussing and reviewing pupil strengths and weaknesses. Items for discussion may include, but are not limited to, student deficiencies regarding specific unit tests, chapter tests, daily work, and/or quizzes and attendance. [Example: group meetings, teacher, parent meetings, phone calls, etc.]
7. Home Access Center, the electronic grade book, can be accessed by parents through the Internet via an access code and password.

[https://hac.bisd.us/HomeAccess/Account/LogOn?ReturnUrl=%2fhomeaccess%](https://hac.bisd.us/HomeAccess/Account/LogOn?ReturnUrl=%2fhomeaccess%2f)

[2f](#)

8. Grades shall reflect work that has been accommodated and/or modified according to a student's Individualized Education Program (IEP) or 504 plan or English Language Learner Student Plan.

### D. Re-Teaching

- a. Re-teaching is defined as a differentiated presentation of content. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher will use different materials or modalities to present the concept again. For example, if the initial instruction was primarily visual, the re-teach activity might be manipulative or, if the teacher used the deductive approach initially, the re-teach activity might include an inductive approach. In this way, the student will gain a new perspective on the task.
- b. Re-teaching is an integral part of the lesson cycle and may occur in many different situations. Some examples include
  1. Checks for understanding during direct teaching;
  2. Teacher monitors during guided practice;
  3. Students work individually or in cooperative learning groups during independent practice; and
  4. During morning and/or after school tutorials.
- c. Teachers should plan re-teaching strategies at the same time they are planning initial instruction. When this is done, alternative instructional strategies should be used and documented in lesson plans and/or syllabus.
- d. If initial re-teaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of the student's needs, including the identification of deficient prerequisite skills. Remediation may occur in many different situations. Some examples include
  1. As a teacher works with small groups during class time, other students work independently;
  2. In a tutorial class;
  3. During morning and/or after school;
  4. In a remedial class; and/or
  5. Migrant Lab (serves Migrant students only).
- e. In applying re-teaching procedures or remediation, school administrators and teachers need to ensure fairness and promote success for all students.



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- f. Re-teaching is important and school administrators and teachers are responsible for seeing that it happens. Collegial sharing of ideas is encouraged.

### E. Retesting

- a. The teacher must notify the student of a failing major assessment within 5 school days of the test date.
- b. There are no retests for research papers, projects, benchmarks, six weeks test(s) and semester exams.
- c. The teacher and student will work together to schedule a retest **within (5)** school days after learning of the failing grade, except under extenuating circumstance determined by the principal. No retests are available for students who received a "0" for academic dishonesty.
- d. The student may raise his/her score to a **maximum of 70** on the test upon mastery of the retest.
- e. A student may not be retested more than one time for any given original major assessment.
- f. Retesting procedures apply to all students. Dual Enrollment must follow University grading procedures.

### F. Attendance/Course Credit/Incomplete Grades

- a. If UIL extracurricular activities are scheduled during the school day and students miss class to participate, teachers will then be informed by the student and sponsor in writing prior to the event.
- b. Students shall be permitted to make up assignments or tests they miss due to an absence. Teachers shall inform their students of the time allotted for completing make-up work after an absence; however, the students shall be responsible for completing the assignment within the allotted time. **A student may not expect make- up work and tests to be identical to work/tests done by the class during the student's absence.**
- c. Any student with less than 90% attendance of the required number of days that a class is offered in a marking period shall be subject to loss of credit in the course(s) where excessive absences have been recorded. A grade/or credit may be reinstated if

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the student is approved for such by an attendance committee composed of a teacher, a counselor, and an administrator. The student may appeal the decision of the attendance committee to the District Attendance Committee.

- d. Students with special needs and/or identified in the §504 program, who may have experienced extenuating circumstances that impacted school attendance, (with appropriate documentation of medical or psychological treatment) may have their credit restored by their Admission, Review, and Dismissal Committee (ARDC) or §504 Committee beyond the 15<sup>th</sup> day timeline for appeal purposes.
- e. Upon the third consecutive day of student's absence from the classroom, contact should be made by the teacher or parent liaison with the parents of the student to discuss reasons for the absence. Procedures to implement this will be developed at each campus.
- f. If a student transfers into the school from another school in the District or from another accredited school, the grades – in – progress from the sending school will be used to calculate the student's grade as appropriate.
- g. An "incomplete" grade recorded for any grading period, except in the case of migrant students, must be made up within ten academic calendar days of the beginning of the next grading period. EB students whose classification is Beginner or Intermediate\*, based on the District's assessment and LPAC recommendation, and in extenuating circumstances, with permission of the campus principal, may also be granted additional time. Work not completed within the specified time will be given a zero (0) credit and averaged with the other work. \*Beginner and Intermediate students entering school between the 7<sup>th</sup> and 12<sup>th</sup> week of the first semester must be afforded the opportunity to complete course work for the 1<sup>st</sup> and 2<sup>nd</sup> six weeks or marking periods. Beginner and Intermediate students who fall into this category must complete all first semester course work and take the mid – term exam by the end of the 5<sup>th</sup> six weeks or marking period. An "incomplete" six weeks or marking period grade due to absences must be made up within the next six weeks reporting period.
- h. Grade level advancement for at-risk students in grades 9 – 12 shall be earned by course credits



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and other proficiency criteria where applicable. Changes in grade level classification shall be made three times per year; at the beginning of the fall semester, at the beginning of the spring semester, and during the month of May [EIE LOCAL].

- i. Course/Credit completed Out of Country: BISD has implemented the Course/Credit Validation Analysis (CVA) procedure, which will allow the district to ensure and expedite the process to evaluate academic records or transcripts for **out-of-country** students. Such procedure entails the following:
- a. Each BISD high school Counseling Department in collaboration with the Bilingual ESL/Title III Department/Central Office/Curriculum & Instruction Department will generate an individual electronic Course/Credit Validation Analysis (CVA) for students coming from *out-of-country*, who completed grades in their home country.
  - b. For students coming from Mexico, Parent/Guardian must provide Campus Counselor with an official report card and/or Academic Transcript; including 7<sup>th</sup> grade transcripts or its equivalent, and above. **"Secundaria (7<sup>th</sup>-9<sup>th</sup>) and Preparatoria (10<sup>th</sup>-12<sup>th</sup>)"**. Parent/Guardian must sign the **"CVA\_Parent's Authorization Letter."**
  - c. Once the student **BISD\_CVA** has been reviewed and approved at the Central Office; student will be placed promptly in the appropriate grade level and/or subjects; reclassification or grade level changes must be done as appropriate.
  - d. Under special circumstance, high school equivalent courses earned in Preparatoria (Grades 10<sup>th</sup>-12<sup>th</sup>) **may be** analyzed and evaluated by a third-party Credit Validation System through the LUCHA Program (Language Learners at the University of Texas at Austin's Center for Hispanic Achievement) to ensure proper class placement and to award credits for graduation plan. Credit Validation services must be authorized by the Bilingual/ESL/Title III Department Administrator.
- State Board of Education rule requires that student transcripts be evaluated and students be placed "promptly in the appropriate grade and/or subjects." (19 Tex. Admin. Code §74.26(a) (2)). All districts and charters should be able to evaluate a transcript and appropriately place a student within 30 days of enrollment. A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student (including foreign exchange*

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*students) or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit. §74.26. Award of Credit.*

- j. With the exception of migrant students, an “incomplete” grade recorded for the sixth six weeks (marking period) of the second semester must be made up by September 1 or within five days of the first day of attendance of the fall semester. Work not completed within the specified time will be given zero (0) credit and averaged with the other work.

For Migrant students, the incomplete grade may be carried six months from the date of next enrollment. TEC Section 28.0214: Finality of Grade

- a. An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the school district grading policy applicable to the grade, as determined by the board of trustees of the school district in which the teacher is employed.
- b. A determination by the school district board of trustees under subsection (a) is not subject to appeal. This subsection does not prohibit an appeal related to a student’s eligibility to participate in extracurricular activities under Section 33.081.

Added by Acts 2003, 78<sup>th</sup> Leg., Ch. 194, Sec. 1, and effective June 2, 2003.

Renumbered from Education Code, Section 28.0212 by Acts 2005, 79<sup>th</sup> Leg., Ch. 728, Sec. 23.001(14), eff. September 1, 2005.

### G. Make-Up Work

- a. Students, who have an excused or unexcused absence, will not be refused an opportunity to make up work if he/she is absent. **The student will be given the same number of days to make up the work and turn in their work as the number of days he/she was absent.**
- b. Students who are absent on an announced test day will be expected to take a test upon return. If any student has been absent the day prior to an announced



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assessment-and if nothing new has been covered, the student will be expected to complete or turn in assessment at the regularly scheduled time. If the student has been absent two or more days, the student will immediately make arrangements with the teacher for the makeup test.

- c. Any student who does not appear for a prearranged make up test or does not meet his prearranged due date for other work may receive a zero (0) on that test, work, or retesting.
- d. Any student missing work due to participation in extracurricular activities must make prior arrangements with the teacher for work that will be missed prior to the absence.
- e. If a student has been sent to "in school suspension," (ISS), the student is to receive grades for assigned work completed while there. Teacher of record is responsible for providing assignments to students in ISS. Work not completed in ISS may be recorded as a zero.
- f. If a student has been sent to the Brownsville Academic Center (BAC), he/she is to receive grades for assigned work completed while there. If a student does not complete the assigned work, he/she will not receive credit. Campuses are encouraged to outline procedures within campus faculty and student handbooks.
- g. A student should not expect make up work and tests to be identical to that done in class during his/her absence.
- h. Truant students (students who are absent without permission) will be provided the opportunity to make up work and major assessments.

**[See District Code of Conduct for definition of truancy.]**

**[See EIAB Local for restrictions on grade penalties and unexcused absences.]**

- i. Students who are petitioning the attendance committee for credit (removal of NC due to excessive absences) must have met the teacher's/school's make – up work requirements.

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- j. Students have 15 school days at the end of each semester in which to appeal an NC status.
- k. Work that a student fails to complete in class due to extenuating circumstances may be made up at the discretion of the teacher.
- l. Loss of credit for students receiving special education services will be removed and grades shall be reinstated after the appropriate ARD documentation has been completed/submitted.

### H. Late Work Policy:

**Late work** is defined as any work completed and turned in after a designated due date. A teacher's late work policy must be stated on the course syllabus and approved by the principal prior to the first day of class.

### I. Lesson Plans and Grade Books

- a. Daily lesson plans are required for several reasons:
  - 1. To assist the teacher in planning for differentiated instruction;
  - 2. To document that instruction has included state, district, and campus objectives reflecting required TEKS and ELPS/Language objective and Sheltered Instruction must be reflected to meet the needs of Emergent Bilinguals and
  - 3. To provide for continued instruction when substitute teachers are necessary.
- b. Lesson Plan Procedures
  - 1. Lesson plans should be completed in Forethought on a weekly basis prior to actual use. This schedule will be established in each-campus for checking lesson plans.
  - 2. A copy of required instructional accommodations for Emergent Bilingual students must be given to the classroom teacher and maintained in a confidential file. Special Education IEPs are available to teachers through Teacher Access Center.

Lesson Plans should reflect RTI accommodations/modifications as implemented for students with an Individualized Education Program



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(IEP) or 504 plan. Documentation in the lesson plan books should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented.

3. Student work must reflect standards of excellence which include, but are not limited to
  - a.) Correct spelling, punctuation, grammar, and organization in a written product approximating the quality of a finished product, not first draft;
  - b.) Accuracy of information, research, and investigative strategies reflective of scientific methods, and
  - c.) Evidence of mastery of higher order thinking based on Bloom's Taxonomy, and focused on application, analysis, synthesis, and evaluation.
- c. In order to be consistent with the philosophy of student success and equity of educational opportunity delineated on page one of this document, all teachers are required to provide teacher-prepared final exam guides for all students in each course. Lesson plans and grade books must reflect the extensive data collected on each student, using instruments such as the following
  - 1.) Problem – situations tests;
  - 2.) Oral presentations;
  - 3.) Projects or independent study;
  - 4.) Analysis of creative products;
  - 5.) Skills demonstrations or performance;
  - 6.) Essay examinations with definite questions;
  - 7.) Traditional essay examinations with general questions;
  - 8.) Compositions appropriate to the subject;
  - 9.) Daily recitations or papers;
  - 10.) Short – answer objective tests or quizzes;
  - 11.) Teacher observation;
  - 12.) Portfolio assessment;
  - 13.) Homework;

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14.) Notebooks/Journals; and/or

15.) Student Performance Record.

- d. Supplemental reading materials distributed to students by teachers must be approved by principals and/or their designees. This includes videos, books, pamphlets, etc. Materials found in school libraries and purchased through District funding sources have prior approval of the principal by virtue of his/her signature on the Purchase Order.
- e. Grades should reflect work which was provided with the appropriate accommodations/modifications according to a student's Individualized Education Program (IEP) or 504 plan.
- f. All major and minor assessments must be graded, posted, published within 5 school days after student submission.

### J. Secondary Homework Recommendations

- a. **Rationale:** A major goal of the instructional program is to assist students in becoming committed to the process of learning. Learning is not restricted to the classroom, but is a continuous process. Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are three types of homework: **practice, preparation, and extension**. The basic objectives of homework are to reinforce the application of previously taught concepts, principles, and skills; extend student learning; and promote creative thinking and independent research.

**Practice assignments** reinforce newly acquired skills and previously introduced skills that students may need to review. For example, students who have just learned a new method of solving a mathematical problem should be given sample problems that allow them to practice the new method. **Preparation assignments** help students get ready for activities that will occur in the classroom. Homework assignments may also prepare students for the introduction of new information and may include reading assignments and book reports. Students may, for example, be required to do background research on a topic to be discussed later in class. **Extension assignments** are frequently long-term continuing projects that parallel class work. Students must apply previous learning



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to complete these assignments, which include science fair projects and term papers. Assigning homework serves various educational needs. It serves as an intellectual discipline, establishes study habits, eases time constraints on the amount of curricular material that can be taught in class, and supplements/reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility and brings home and school closer together.

Homework provides an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A sound program of homework may enhance a strong home-school partnership. In addition, homework should be a tool in developing independent thought, self-direction, and self-discipline. It may assist the student in developing good work habits and in the wise use of time.

b. Guidelines for homework include

1. **Carefully Monitor the Amount of Homework Assigned:** The amount of homework should be appropriate for the student's age and not take too much time away from other home activities (Marzano & Pickering).

The National Education Association and the Parent Teacher Association, recommend the maximum amount of nightly homework should not exceed 10 minutes per grade level per night, all subjects combined. That is, a 1st grader should have no more than 10 minutes of homework per night, a 6th grader no more than 60 minutes per night, and a 12th grader no more than 120 minutes per night.

But we know that students differ in their "working speed." A 20-minute assignment for one student could be a 60-minute assignment for another student. Homework may need to be **differentiated to fit individual needs**. Homework tasks can be differentiated by length, by difficulty, or by which concepts specific students need help understanding. Homework can also be differentiated by how students demonstrate learning. For instance, students with a learning disability may explain their understanding of a concept by using an audio recorder instead of writing their response (Vatterott) as documented in their Individual Education Program (IEP).

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**2. Feedback, Grading, and Support:** Timely and specific feedback on homework can improve student achievement. Teachers may not have enough time to provide extensive feedback on every homework assignment, but they can make this task more practicable by using different methods to comment on homework. For example, a teacher might set up opportunities for students to share their work with each other and offer peer feedback; or when students are practicing a skill for homework, they can be asked to keep track of their accuracy and speed. Another option is to have students keep a homework portfolio that is collected and commented on once a week. (Marzano et al., p. 123) [Refer to Late Work Policy] Support programs during the school day (e.g., during an academic lab period) and/or after-school programs can help students who are either unwilling or unable to complete homework at home. The most successful homework support programs provide mandatory early intervention (e.g., students must attend when missing three assignments) and voluntary drop-in service for students who prefer the school environment for homework (Vatterott).

**3. Recommended Homework Minute Breakdown**

<b><u>Middle School</u></b>	
<b>70 up to 80 minutes each night</b>	
• Reading/English/Writing	25–30 minutes 3–5 times a week
• Science	20–25 minutes 2–3 times a week
• Math	20–25 minutes 4 times a week
• Social Studies	20–25 minutes 2–3 times a week
<b><u>High School</u></b>	
<b>90 up to 120 minutes each night</b>	
• Reading/English/Writing	30 minutes 5 times a week
• Science	30 minutes 3 times a week
• Math	30 minutes 5 times a week
• Social Studies	30 minutes 3 times a week

### **K. Extracurricular Activities**

A student, who participates in extracurricular activities, shall be ineligible for participation in any extracurricular contest or performance sponsored or sanctioned by the school district or UIL after a grade evaluation period in which the student receives a grade lower than the equivalent of 70 in any academic class or a 60 in those identified as level II or III on a scale of 100. An ineligible suspended student may practice or rehearse with other



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students during the period of ineligibility. Identified courses in which a 60 on a scale of 100 is the lowest grade a student can receive are listed in the District's Course Listing Guide approved annually by the Board of Trustees.

Additionally,

- a. All students passing all courses for the grading period remain UIL eligible throughout the next grading period.
- b. Semester averages and semester final exam grades have no bearing on UIL eligibility.
- c. Grades are accumulated from the first day of the grading period through the end of the grading period.
- d. UIL ineligible students can regain UIL eligibility seven calendar days from the three-week grading period or the end of the grading period.
- e. Students who become ineligible will not lose eligibility until seven calendar days after the end of the grading period.
- f. The three-week grading period reflects only school weeks and does not include holidays and semester breaks.
- g. A student shall be ineligible for participation in a contest or performance sponsored or sanctioned by the District or UIL after a six week evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class.
- h. The grade evaluation period is defined as the first six weeks or marking period of a semester and each six week grade reporting period thereafter. [FM Legal]
- i. Ineligible students regain eligibility seven calendar days from the three – week evaluation period or end of the grading period.

Once a student becomes "ineligible," his/her grades are checked at the end of the 3<sup>rd</sup> week of the next grading period. At that point if the student is passing all of his/her classes with a grade of 70 or above, his/her will regain eligibility 7 calendar days after the three week grading period. However, if the student has one class with a grade below 70, he/she will remain ineligible until the end of the six weeks when his/her

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grades will be evaluated again.

- j. Ineligible students may participate in extracurricular practices, but not in contests or performances.

Changes in UIL rules and regulations will be strictly adhered to immediately upon receipt of the same. For more information refer to TEA/UIL No Pass/No Play Rule and SB 33.081[c, d, and f].

- k. For Special Education or section 504 purposes special consideration should be given to the following:
  - 1. If a student's grade is derived without following the required accommodations/modifications outlined in his/her IEP or 504 Plan, the grade is invalid and a new grade must be determined after accommodations/modifications are implemented.
  - 2. Students with special needs and/or identified in the §504 program, who may have experienced extenuating circumstances that impacted school attendance, (with appropriate documentation of medical or psychological treatment) may have their credit restored by their Admission, Review, and Dismissal Committee (ARDC) or §504 Committee beyond the 15 day timelines for appeal purposes.
- l. All high school courses taken in middle school, with the exception of instructional modules shall be considered as advanced level for UIL eligibility.
- m. The following are identified as honors classes as referred to in the Texas Education Code, §33.081(d)(1), concerning extracurricular activities:
  - 1) all College Board advanced placement courses and International Baccalaureate courses in all disciplines;
  - 2) **English language arts:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)"
  - 3) **Languages other than English:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)," and languages other than English courses Levels IV-VII;



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- 4) **Mathematics:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)" and Pre Calculus;
- 5) **Science:** high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)"; and
- 6) **Social studies:** Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)."
- 7). Additional BISD identified courses identified as Honors include:

### High School:

- Academic Gifted and Talented, Honors and Dual Enrollment courses in English Language Arts, Math, Science, Social Studies and LOTE.

### Middle School:

- Academic Gifted & Talented and Honors courses in ELAR, Math, Science, Social Studies and LOTE.

Students must have a minimum grade of 60 in the above advanced classes to be allowed to participate in extracurricular activities.

### **L. Academic Dishonesty/Cheating [EIA Local]**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes but is not limited to cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The penalty for cheating will be a zero for work involved and the student will be subject to appropriate disciplinary action in cheating offenses. All students involved will be subject to disciplinary action. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation or information from students.

- a. Cheating is interpreted as a procedure which involves the unauthorized giving or receiving help, offering or seeking aid, or the use of material prepared in advance for use on an assignment/assessment. Cheating also involves the use of electronic devices, books, or notes in any form being used during an examination without the permission of the teacher. Retesting will not be allowed in this situation.
- b. Plagiarism consists of representing another person's ideas or writings as one's own, including but not limited to cutting and pasting from Internet sources. Plagiarism will be considered cheating, and is subject to **EIA [Local]**.
- c. If a student cheats on any part of a test and/or assignment given in parts that is administered on separate days, he will receive a zero(s) only in the part where the cheating occurred.
- d. All students involved in academic dishonesty may be subject to disciplinary action stipulated in the EIA [Local] and BISD Student Code of Conduct. A teacher that determines the student has violated the academic dishonesty policy is required to file a discipline referral and must notify the child's parents or legal guardians of the academic dishonesty.



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**NOTE:** Involvement in academic dishonesty may affect a student's eligibility for student honors, student leadership positions, and membership in some student organizations. A discipline consequence may be assigned to a student found guilty of cheating.

### **N. Summer School**

- a. The grade received for a summer class being taken because of a course failure during the regular school year will be given Level I weight (Regaining of Credit Program.)
- b. All students will be afforded the opportunity to participate in extended year sessions for regaining of credit.

### **O. Special Population Students**

- a. Students receiving Special Education Services will follow the BISD grading/retention procedures. Any necessary deviations will be presented to the ARD committee and will be documented in the student's Individual Education Program (IEP). The student's Individual Education Program may include accommodations/modifications that enable the student to successfully meet the district's grading/retention procedures. All students in Special Education will receive a standardized district report card. Grades must be entered into the Online Grading System (Teacher Access Center – **TAC**.) Numerical grades will be used for all students who are enrolled in grades 1<sup>st</sup> through 12<sup>th</sup>.
- b. Instructional accommodations/modifications for students in Special Education must be followed as determined by an ARD Committee. If a student's grade is derived without following the required accommodations/modification outlined in his/her IEP, the grade is invalid and a new grade must be determined after accommodations/modifications are in place. Implementation of accommodations/modifications is the responsibility of the General Education teacher and/or Special Education teacher. Campus administrators and Special Education Folder Teachers shall monitor the implementation of the accommodations/modifications for all students in special education.

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- c. Students in Special Education must receive an IEP Progress Report every six weeks or marking period reporting on academics, behavior, and/or instructional/related services as determined by student's goals and objectives.
- d. All students, receiving special education services, regardless of their instructional placement, must have a schedule in eSchool Plus that is aligned to the schedule in general education. It is the expectation that all students will be provided instruction on grade level TEKS, regardless of their instructional setting.
- e. The Admission, Review and Dismissal Committee (ARDC) determines, on an individual basis, the need for instructional accommodations/modifications. The accommodations/modifications apply to all assignments as specified in the student's IEP. Accommodations/modifications do not apply to the calculation of the final grade.
- f. For a student who is receiving special education services and who is not earning passing grades, the failure should be addressed and documented by special education/general education teacher(s). This failure should be addressed a minimum of every six weeks.
- g. Lesson Plans should reflect accommodations/modifications as implemented for students with an Individualized Education Program (IEP)/504 Plan. Documentation in lesson plan books should be in accordance with FERPA requirements in which no clearly identifiable student identity is documented.
- h. The Section 504 Committee determines, on an individual basis, the need for instructional accommodations. Section 504/Dyslexia guidelines for accommodations will be followed. Monitoring of these guidelines is the responsibility of the regular education teacher, dyslexia teacher (if applicable), campus administrators, and Campus Section 504 Coordinators. If a student's grade is derived without following the required accommodations outlined in his/her Section 504 Plan, the grade is invalid and a new grade must be determined after accommodations are implemented.
- i. Students in Section 504 will follow the BISD grading/retention procedures. Any necessary accommodations will be determined by the Section 504 committee and will



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be documented in the Student Services Plan. The Student Services Plan may include accommodations that enable the student to successfully meet the district's grading procedures. All students in Section 504 will receive a standardized district report card. In measuring the academic proficiency of a student with disabilities identified under Section 504, the student's potential for achievement or proficiency in the area must be considered by the Section 504 committee.

### **j. Concussion Management**

Any student who is observed to, or suspected of, sustaining a brain injury needs to be monitored for any possible negative impact on their ability to learn as well as any health-related needs at school. Concussion injuries can directly impact a student's learning ability. School staff should be familiar with the Signs and Symptoms of a concussion. Students who display signs and/or symptoms of a concussion will follow the BISD "Return-to-Learn Protocol". The Principal shall establish a Campus Team, which will monitor an individual student's academic and physical progress. It shall be the responsibility of the Campus Team to follow the "Return-to-School Framework" that will allow the student to recover from the injury without adversely affecting achievement.

## **P. EB (Emergent Bilinguals)**

### **a. Language Proficiency Assessment Committee**

The Language Proficiency Assessment Committee (LPAC) identifies Emergent Bilinguals (EBs). LPAC further determines student placement and instructional category assignment. Students identified as Emergent Bilingual (EB) will follow the BISD grading/retention policy. English Learners (EBs) must show mastery of the Texas Essential Knowledge and Skills (TEKS) as per Chapter 75/Chapter 89. The Language Proficiency Assessment Committee determines, on an individualized basis, the need for linguistic instructional accommodations for identified Emergent Bilinguals. EB students that choose to participate in the ESL program will follow the guidelines for linguistic accommodations. The student's Emergent Bilingual

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Student Plan may include goals and objectives, instructional accommodations and web-based instructional supplemental support (LPAC recommendations/ELLEVATION Monitoring forms).



GRADING  
MIDDLE  
SCHOOL



# Brownsville Independent School District

## 2025-2026 Course Requirements for Students Grade 6, 7 & 8

Course Requirements for Grade 6	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	Pass electives with a 70% overall yearly average (composite)
Fine Arts	2	
CTE/ALI English/Math/RLA	2	
For a complete list of electives, please refer to pages 34-42		
Course Requirements for Grade 7	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	Pass electives with a 70% overall yearly average (composite)
Fine Arts	2	
CTE/Spanish/ALI English/Math/RLA	2	
For a complete list of electives, please refer to pages 34-42		
Course Requirements for Grade 8	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II/^English I	2	Pass each core area course with a 70% Final Average
Mathematics/^Algebra I	2	
Social Studies	2	
Science/^Biology	2	
Physical Education or Athletics	2	Pass electives with a 70% overall yearly average (composite)
^Health	1	
College and Career Readiness	1	
Fine Arts/CTE/Spanish/ALI English/Math/RLA	2	
For a complete list of electives, please refer to pages 34-42		

\*ESL I is only required for students identified as Beginners. NOTE: ESL II as recommended by LPAC. All EB students must be enrolled in SL courses.

^ Courses for High School credit

Required Middle School Electives	Semester
College and Career Readiness	1
Fine Arts	2
Health	3
Physical Education	4



## I. Middle School Grading

Grade Reporting: In order to maintain current information for parents/guardians, teachers are to grade, post and publish major and minor assignments within 5 school calendar days after student submission

**A. Grading Scale: The following grading scale applies in defining progress of mastery of the TEKS.**

90 – 100	Excellent Progress
80 – 89	Good Progress
75 – 79	Satisfactory Progress
70 – 74	Danger of Failing
69 – below	Failing

## B. Middle School Courses: Six Weeks Grades

Grades should reflect the academic progress of a student.

1. Major assessments are sixty percent (60%) of the grade. This must include a **minimum** of three major assessments per six weeks. Examples of major assessments include, but are not restricted to: reports, research papers, tests and projects. Projects and/or subjective assignments will contain a rubric with clearly defined criteria. BISD strongly encourages campuses to administer six weeks or marking period exams. Higher Order Thinking Skills should be included in major assessments. One out of the three major assessments per six weeks or marking period may be a project. Projects must have a rubric with clearly defined criteria which
  - a. Is shared in written form with students prior to the assignment and/or assessment;
  - b. Reflect the TEKS and curriculum objectives covered during the instructional segment of time immediately prior to or during the assignment of the project; and

\* Accommodations used consistently in the classroom are allowed during assessments throughout the academic year.

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- c. Clearly delineates weights which are also shared with students prior to assignment and/or assessment.

**NOTE:** Semester Exams are not included in the Major Assessment category.

2. Minor Assessments are forty percent (40%) of the grade.  
These must include a **minimum** of five minor assessments per six weeks. Quizzes, assignments, homework, and notebooks may be considered daily assessments.
3. By the end of the third week of the six weeks/marking period, a minimum of 1 test grades and 3 daily grades will be documented for each student who has been in attendance for at least 15 days of the six weeks/marking period.
4. Mathematical formula: Six Weeks Grades

$$[(\text{Avg. Major} \times 0.60) + (\text{Avg. Minor} \times 0.40)] = \text{Six Weeks Grade}$$

5. Mathematical formula: Semester Grade

$$[\text{1st Six Weeks Grade} + \text{2nd Six Weeks Grade} + \text{3rd Six Weeks Grade} + \text{Semester Exam}] / 4 = \text{Semester Grade}$$

6. Grades should be rounded off.

### Example

$$69.1 - 69.4 = 69$$

$$69.5 - 69.9 = 70$$



**C. High School Courses: Six Weeks Grades (applies to all high school courses taught at the middle school level for high school credit only)**

1. Teachers are encouraged to collect more than three major and five minor assessments per six weeks as appropriate to the needs of the students and the subject matter being assessed.
2. Mathematical Formula

$$[(\text{Avg. Major} \times 0.60) + (\text{Avg. Minor} \times 0.40)] = \text{Grading Period Average}$$

3. Example:

**Major Assessment Grade Average:** 69

**Minor Assessment Grade Average:** 75

$$[(69 \times 0.60) + (75 \times 0.40)] = \text{Grading Period Average}$$

$$[41.4 + 30.0] = \text{Grading Period Average}$$

71.4 rounds to a 71 for the Grade Period Average.

4. Examples of minor assessments include but are not restricted to:  
Oral reports and quizzes.
5. Examples of major assessments include but are not restricted to:  
projects, reports, reports, research papers, and quizzes.
6. Beginning in the 2017-2018 school year (**6<sup>TH</sup> Graders**), successful completion of an Algebra I and or an AP Spanish course taken in Middle School for High School credit will appear on the High School transcript and will be figured into the student's high school grade point average (GPA) applicable in the 2019-2020 school year (**8<sup>th</sup> Graders**).
7. The respective **End of Course (EOC) Exams**, where applicable, must be administered to students enrolled in a high school course in middle school.

### D. Honor Roll and National Junior Honor Society

Honor roll is based on academic average and is a **campus option**. If a campus chooses to initiate the honor roll program, the guidelines which will be followed are:

1. "A" Honor Roll: The student earns an 89.5 or above on each individual course for the current six weeks or marking period only.
2. "A & B" Honor Roll: The student earns a 79.5 or above on each individual course for the current six weeks or marking period.
3. There is no ranking of students at Middle School.
4. **National Junior Honor Society** is based on academic average and other criteria as stipulated by NJHS.

### E. Semester Test

The Semester Test, the final test given at the end of each semester, will be a comprehensive examination covering the Texas Essential Knowledge and Skills (TEKS) prescribed by the state and district for the entire semester. The final examination will count one – fourth (1/4) of the total semester grade.

### F. Semester Grade

1. The three (3) six week grading periods are added to final exam (FXM) grade and divided by four (4) to arrive at the semester grade. If the semester grade coincides with a UIL reporting date, then the final exam will not be included in the equations described above to determine UIL eligibility.
2. Formula for calculating Semester Grade

$$(1^{\text{st}} \text{ six weeks average} + 2^{\text{nd}} \text{ six weeks average} + 3^{\text{rd}} \text{ six weeks average} + \text{Semester Exam Grade}) / 4 = \text{Semester Grade}$$



3. Semester Final Exam Exemptions are not part of the formula for calculating Semester Grades; therefore, they are not allowed for any BISD course offering.

### **G. Yearly Grade Average**

1. The yearly grade average is computed by averaging the two semester grades where applicable. This yearly average will then be placed in the grade book. The computer will do the calculation and post the final grade on the label to be posted in the permanent record card.

## **II. House Bill 1416**

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature

Each of these components of the legislation is described in greater detail here:

[Frequently Asked Questions — HB 1416 \(88R\) \(texas.gov\)](#)

# GRADING HIGH SCHOOL



## I. Grading

**Grade Reporting:** In order to maintain current information for parents/guardians, teachers are to grade, post and publish major and minor assignments within 5 school calendar days after student submission.

**A. Grading Scale:** The following grading scale applies defining progress of mastery of the TEKS.

90 – 100	Excellent Progress
80 – 89	Good Progress
75 – 79	Satisfactory Progress
70 – 74	Danger of Failing
69 - below	Failing

## B. High School Courses: Six Weeks Grades

Grades should reflect the academic progress of a student.

1. Major assessments are sixty percent (60%) of the grade. This must include a **minimum** of three major assessments per six weeks/marketing period. Examples of major assessments include, but are not restricted to: reports, research papers, tests and projects. Projects and/or subjective assignments will contain a rubric with clearly defined criteria. BISD strongly encourages campuses to administer six weeks or marketing period exams. Higher Order Thinking Skills should be included in major assessments. One out of the three major assessments per six weeks or marketing period may be a project.

Projects must have a rubric with clearly defined criteria which

- a. Is shared in written form with students prior to the assignment and/or assessment;
- b. Reflect the TEKS and curriculum objectives covered during the instructional segment of time immediately prior to or during the

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assignment of the project; and

- c. Clearly delineates weights which are also shared with students prior to assignment and/or assessment.

**NOTE:** Semester Exams are not included in the Major Assessment category.

2. Minor Assessments are forty percent (40%) of the grade. This must include a **minimum** of five minor assessments per six weeks/marking period. Quizzes, assignments, homework, and notebooks may be considered daily assessments.

### **C. Six Week Grades (Marking Periods)**

1. By the end of the third week of the six weeks/marking period, a minimum of 1 major assessment and 3 minor assessments will be documented for each student who has been in attendance for at least 15 days of the six weeks/marking period.



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### 3. Mathematical Formula

$$[(\text{Avg. Major} \times 0.60) + (\text{Avg. Minor} \times 0.40)] = \text{Grading Period Averages}$$

### 4. Example

Major Assessment Grade Average: – 69

Minor Assessment Grade Average: – 75

$$[(69 \times 0.60) + (75 \times 0.40)] = \text{Grading Period Average}$$

$$[41.4 + 30.0] = \text{Grading Period Average}$$

71.4 rounds to a 71 for the Grade Period Average.

5. Examples of minor assessments include, but are not limited to:  
oral reports, quizzes, and class participation.

6. Examples of major assessments include, but are not limited to: projects,  
reports, research papers, and tests.

### C. Semester Grades

1. The **Semester Grade** is the average of the three (3) six week grading periods. The three (3) six week grading periods are added to final exam (FXM) grade and divided by four (4) to arrive at the semester grade. When the semester grade coincides with a UIL reporting date, the final exam will not be included in the equation described above to determine UIL eligibility.

2. Formula for calculating Semester Grade

$$(\text{1st six weeks average} + \text{2nd six weeks average} + \text{3rd six weeks average} + \text{Semester Exam Grade}) / 4 = \text{Semester Grade}$$

4. **Semester Final Exam Exemptions are not part of the formula for calculating Semester Grades; therefore, they are not allowed for any BISD course offering.**

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### D. Yearly Grades

1. For continuing courses (English IA and IB), the yearly grade is the average of the two semester grades.
2. For a continuing course, if a student's semester grade is below 70%, but the average of the two semester grades is 70% or above, the student is awarded credit for both semesters.

#### English IA and English IB

English IA Semester Grade: 65% + English IB Semester Grade: 77% / 2 = 71%

Student is awarded credit for both semesters.

3. To receive credit in a one-half (1/2) unit course the HALF UNIT GRADE MUST BE 70% or ABOVE.

### E. Instructional Modules – Grading Procedures (Applies to all module driven programs.)

A grade of 70 or above is considered a passing grade for all modules.

1. Module Grading Average Procedure.
- 2.

**Module Average:** Add all module grades and divide by the number of grades times three plus Final Exam grade divided by four.

**Module Average =  $\frac{3}{4}$**

**Final Grade =  $\frac{1}{4}$**



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**Mathematical Formula:**  $[(\text{Sum of Modules} \div \text{number of grades}) \times 3 + \text{Final Exam}] \div 4 = \text{Average}$

### Modules

$$1 = 81$$

$$2 = 84$$

$$3 = 82$$

$$4 = 80$$

$$327$$

$$\text{Average} = 84$$

$$1. \text{ Sum of Modules} = 327$$

$$2. 327 \div 4 (\text{Modules}) = 82$$

$$3. 82 \times 3 = 246$$

$$4. 246 + 90 (\text{Final Exam Grade}) = 336$$

$$5. 336 \div 4 = 84 (\text{Average})$$

### 2. Module Mastery Level

- Each module grade must equal to a 70 or better.
- The final exam grade must equal to a 70 or better.
- The final average, after adding the module grades divided by the number of modules  $\times 3$  plus the final exam divided by 4, must equal to a 70 or better. (Final average passing grade equals to a 70 or above.) Example:

**Module Grades**  $81 + 84 + 82 + 80 = 327$

**Final Exam** = 90

$$327 \div 4 \text{ Modules} = 82$$

$$82 + 82 + 82 + 90 = 336$$

$$336 \div 4 = 84$$

### F. Rounding Off

- If the average is .50 or above, round to the next larger whole number.
- If the average is less than .50, round to the next smaller whole number.

### G. Honor Roll and National Honor Society

Honor Roll is based on academic average and is a **campus option**. If a campus chooses to initiate the honor roll program, the guidelines are as follows:

1. "A" Honor Roll: The combined average of all courses must be 89.5 or above for current marking period only.
2. "B" Honor Roll: The combined average of all courses must be 79.5 – 89.4 for current marking period only.
3. **No Credit** (NC) grades are part of the calculations for Honor Roll.
4. National Honor Society (**NHS**) selection and induction is based on academic average and other criteria as stipulated by NHS.



### III. Credit by Examination With Prior Instruction

To be eligible to earn Credit by Examination (CBE), a student shall have had prior instruction in the subject or course, as determined by the District on the basis of a review of the student's education records. Prior instruction guidelines, as they become more clearly defined by the State, will be strictly enforced. The District will recognize results of a test from Texas Tech University or The University of Texas at Austin.

1. The principal or designee will approve a student as eligible to apply for credit by examination upon the request of the campus counselor.
2. To receive credit, students shall score a grade of 70 or above on the examination. Passing (70%+) Credit by Examination grades are recorded in the AAR and averaged into GPA. See SB213 and TAC § 101.4002 for STAAR graduation requirements information.
3. Credit by Examination failing grades are not recorded in AAR. Only a passing score on a CBE test may be averaged.
4. Upon written approval of the principal, students who have lost credit due to excessive absences may be permitted to earn/regain course credit through Credit by Examination; and
5. Credit by Examination may not be used to gain eligibility for participation in extracurricular activities.
6. Refer to 2025-2026 High School Course Listing Guide for information on Credit by Examination without instruction for acceleration.

### IV. Credit by Examination With No Prior Instruction

The Brownsville Independent School District allows BISD students in secondary academic courses to earn credit for a course on a basis of credit by examination for acceleration. A school district must annually provide at least four testing opportunities as follows: • one window to test between January 1 and March 31; • one window to test between April 1 and June 30; • one window to test between

July 1 and September 30; and • one window to test between October 1 and December 31. BISD does not charge for the exams for acceleration. The district administers examinations developed by Texas Tech University.

**Note: After the students are enrolled in a course for more than one six weeks marking period, they are not eligible for CBE with No Prior Instruction.**

Testing and awarding of credit guidelines follow the State Board of Education Rules as stated in the Texas Education Code, Code § 28.023. BISD students interested in Credit by Examination for Acceleration with no prior instruction should contact the BISD Department of College and Career, Military Readiness. Please refer to the 2025-2026 Course Listing Guide for additional information.

### **V. House Bill 1416**

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature

Each of these components of the legislation is described in greater detail here:

[Frequently Asked Questions — HB 1416 \(88R\) \(texas.gov\)](#)



## VI. Grading Procedures for Dual Enrollment/Dual Credit Courses

For semester long dual enrollment/dual credit courses, the Institute of Higher Education (IHE) grading policy will determine the BISD and the college transcript grades. Both grades should be the same. If the course is taught by a qualified BISD instructor who is approved by the IHE, the teacher will submit a letter grade to the IHE and a numerical grade for the BISD transcript. All dual enrollment/dual credit courses will be set up in the master schedule to receive only the term grade (TG) at the end of the semester. If the dual enrollment/dual credit course is taught by an IHE adjunct, the adjunct will submit a letter grade to BISD; and an approved conversion chart will determine the numerical grade for the BISD transcript.

Letter Grade	IHE Grade	BISD Grade if Taught by an IHE Adjunct	BISD Grade if Taught by a BISD Instructor
A	A	95	90-100
B	B	85	80-89
C	C	75	71-79
D	D	70	70
F	F	60	60-69

If the dual enrollment/dual credit course is a year-long course, the first semester grade will be determined by BISD's grading policy, and the second semester grade will be determined by the IHE's grading policy (applies to only English III/Comp I, and dual enrollment/dual credit math courses).

### 1. Student Responsibilities/Dual Enrollment

- a) Students enrolled in Dual Enrollment courses are required to maintain regular and punctual attendance in all classes.
- b) The student is responsible to communicate with faculty members concerning any absence; in advance whenever possible.
- c) The student may be required to present evidence to support an absence, and make-up work for a class absence will be permitted only as specified by the faculty in the course syllabus.
- d) Dropping a course is the responsibility of the student and not taking appropriate steps may result in a grade of "F" (failing) for the course.
- e) Faculty may withdraw students prior to the withdrawal deadline when, in the opinion of the faculty, the student would have difficulty in successfully completing the course.

<http://www.tsc.edu/index.php/academics/dual-enrollment.html>

### **Dual Enrollment Re – Testing/Re – Teaching**

Re-teaching and re-testing are not required in any dual enrollment course

Make-up exams shall be provided for students who are absent due to extracurricular activities or any other excused absence (i.e. like a death in the family).



# APPENDICES

# Brownsville Independent School District

## Appendix A – Secondary

### Out-of-District Grade Conversion Table

#### I. Out-of-District Numerical Grades with Conversion Table from Sending District

- A. When converting grades from an Out-of-District transcript on which a grade Conversion table is printed or provided, the Out-of-District printed scale shall be used.
- B. In the event that the sending district awarded credit for a grade below 70, the student will receive a 70.

#### II. Out-of-District Letter Grades without Conversion Table from Sending District

On Out-of-District transcripts on which no conversion table exists, grades shall be converted as follows:		
A+	=	100
A	=	96
A-	=	90
B+	=	89
B	=	86
B-	=	80
C+	=	79
C	=	76
C -	=	70
D+	=	69
D	=	66
D-	=	60
F	=	59
P	=	P ; only awarding of 0.5/1.0 credit will occur. No GPA points will be awarded unless it has been clearly designated.

- III. For out-of-district students, the Curriculum, Instruction and Accountability Department will Review course sequences for appropriate course placement.
- IV. Clarification about averaging of out of district failing grades with BISD grades refer to the 2025-2026 High School Course Listing Guide Pg. 39.



# Brownsville Independent School District

## Appendix B – High/Middle Schools

### Migrant Student Credits Through the Migrant Lab Program

Migrant students often enter late and/or withdraw early. The Texas Education Agency has advised districts that minimum attendance for credit begins on the day the student enrolls in the district. The Agency further states that “A student should never be denied credit for a class that he could NOT have attended, before enrollment in the district.” Therefore, migrant students may receive credit for a course with less than the 90% attendance required by State law.

Before placing a migrant student in the appropriate setting, a migrant – funded district is required to give “service priority” to migrant Priority for Service (PFS) children, who have made a qualifying move within the previous 1 year period and who are failing or most at risk of failing to meet the state’s content and performance standards [P.L. 103-382\*1304(D)]” Students are identified as Priority for Services by the New Generation System (NGS): these are K-2 students, who

- Have made a qualifying move within the previous 1 year period; AND
- Are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program components or have been retained, or are overage for their current grade level; OR
- Are in grades 3-12 and identified as ungraded (UG) or out of school (OS) and have failed one or more of the state assessment (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level and have made a qualifying move within the previous 1 year period

### Migrant Late Entries

The Brownsville Independent School District has a commitment to ensure an equal educational opportunity for migrant students. Therefore, the students’ regular teachers are strongly requested to cooperate by helping migrant students meet academic requirements. Secondary migrant students, who enter late or withdraw early, are strongly encouraged to enroll in the migrant lab classes, if available. The Texas Education Agency has advised. “Under no circumstances should a migrant student, due to migration, be denied the opportunity to complete coursework credit.”

#### **1. Late Entry for Middle and High School Migrant Students:**

A. General guidelines for working with migrant students who enter late:

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1. Migrant students, who enter late with partial grades from another school, should be scheduled into the same or similar classes upon entering BISD. Teachers should be provided with the grades from the sending school for use in calculation of the student's grade for the term.
  2. High School migrant students with partial grades, who enter late, should be provided opportunities to complete the partial work for all classes.
  3. Campuses are to enroll late returning students immediately upon their arrival. **Under no circumstances are students to be told they cannot enroll until the start of the new semester or six weeks grading period.**
  4. Students, who enter late and have not been in school elsewhere, should be scheduled into appropriate required and elective courses for their grade level. These students should be provided opportunities to complete missed work for all classes and placed in migrant lab, if available.
- B. Migrant students entering school in late MAY, are eligible for credit in a subject if they:
1. Successfully complete the major assignments of their regular classes; and/or
  2. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes; and/or
  3. Complete course requirements with options available through the migrant lab classes.
  4. Enter with partial grades for a course that is not offered in BISD, but in which a student has completed a substantial amount of work. Alternative arrangements for course completion should be explored.

### 2. Credits for High School Migrant Students:

- A. Issuance of credits and grades will be reserved for the regular teacher.
- B. If a migrant student has not completed all major assignments or has not shown mastery (70%) of the TEKS by the end of the grading period in which the student enters late or withdraws early, an "incomplete" should be issued to the student until such time as the student complete assignments and/or demonstrates mastery. **The "incomplete" may be carried for six months from the date of next enrollment.**



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- C. If a migrant student enters school after the completion of any grading period, he/she will be eligible to take a placement test for the work missed during the grading period (A migrant tutorial session may be recommended for these students to prepare them for the test).

### **3. Early Exit**

- A. Migrant students, who withdraw early and who will be attending another school, should be provided with all the information that will assist the receiving school in making a proper placement.
- B. Migrant students leaving school during a grading period MAY be eligible for credit in a subject if they:
1. Migrate at the end of the fifth six weeks grading period and have completed major course requirements and taken a final exam. (Each case should be considered on an individual basis.)
  2. Successfully complete the major assessments of their regular classes; and/or
  3. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes.
  4. Withdraw prior to the end of a semester and have not completed course requirements; they may request alternative placement.

### **4. Testing Opportunities for Migrant Students:**

- A. State assessment testing opportunities are available for students during the summer who withdraw early. Counselors or migrant campus clerks need to contact the Migrant Coordinator or Migrant Counselor to make arrangements before the student withdraws from school for students who migrate in the summer.
- B. Eligible migrant students may take the STAAR test while migrating outside of Texas. The Testing opportunities are available for STAAR EOC assessments and 5<sup>th</sup> and 8<sup>th</sup> grade STAAR tests. The number of participating states cooperating in this initiative depends on the willingness of the receiving states to attend appropriate STAAR Administration Trainings. Students, who are interested in testing outside of Texas, need to contact the BISD Migrant Department to make the necessary arrangements. Once contacted, the BISD Migrant Department will contact the Texas Migrant Interstate Program (TMIP) to initiate the process. TMIP coordinates all STAAR testing outside of Texas. Migrant families may also reach TMIP directly at 1-800-292-7006.

### Guidelines for Instruction and Assessment of Emergent Bilinguals (EBs)

The following guidelines are intended to apply to English Learners and shall help teachers meet the needs of EBs:

1. The Language Proficiency Assessment Committee determines, on an individualized basis, the need for linguistic instructional accommodations for identified Emergent Bilinguals. The guidelines for linguistic accommodations will be followed. The Emergent Bilingual's Individual Education Plan may include goals and objectives, instructional accommodations, testing designated supports, extended classroom instruction, and web-based instructional supplemental support (LPAC Recommendation/Elevation Monitoring Forms).
2. Accommodations for EBs may not alter the content or academic standards of the course. Thus, certain allowable accommodations may include, but are not necessarily limited to the following:

#### Instruction

- Instruction will focus on concepts and content knowledge with language scaffolding provided to increase English Language Proficiency.
- Linguistic scaffolding (e.g., focusing on particular words, highlighting grammar patterns, etc.)
- Adapted speech (rate and complexity) to align with student's listening proficiency
- Adapted content through the use of graphic organizers, study guides, Cloze passage, etc.
- Test-taking skills and strategies will be explicitly taught.
- Dictionaries, clarification of a word or phrase, and extended time will be allowed during instruction when possible.
- Instruction will allow students to move from whole group to small group into independent practice.
- Students should have ample opportunities to use oral language.
- Linguistically adapted texts will be provided as needed.



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- Explicit strategies i.e. Sheltered English Instruction (SEI) will be used to teach content-area vocabulary.
- Students will learn how to evaluate their own work.
- Tutorials will be available and students are encouraged to attend.

### **Assessment**

- Assessment will focus on meaning and content.
- Assessment will include both product and process grades.
- Assessment will be increasingly online, to prepare and succeed (HB 3906).
- Grading expectations and standards will be explicitly explained to the students, including the use of exemplars before the assessment.
- Grades will reflect a wide variety of measures (including oral components).
- Dictionaries, clarification of a word or phrase, and extended time will be allowed during instruction when possible.
- English Language Writing Portfolios will be utilized to assess the students writing progress.

The following are examples of accommodations which would alter the content or the standards of the course, and are not allowable:

- Reduced assignments
- Special projects in lieu of assignments
- Exams of reduced length
- Open book exams
- Peer tutoring/paired work arrangement

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## Appendix D – High School

### Current GPA Procedures

I For students, who entered Grade 9 in and after 2002 – 2003, use the following scale to calculate GPA.

GRADE	LEVEL IV	LEVEL III	LEVEL II	LEVEL I
100	7.0	6.0	5.0	4.0
99	6.9	5.9	4.9	3.9
98	6.8	5.8	4.8	3.8
97	6.7	5.7	4.7	3.7
96	6.6	5.6	4.6	3.6
95	6.5	5.5	4.5	3.5
94	6.4	5.4	4.4	3.4
93	6.3	5.3	4.3	3.3
92	6.2	5.2	4.2	3.2
91	6.1	5.1	4.1	3.1
90	6.0	5.0	4.0	3.0
89	5.9	4.9	3.9	2.9
88	5.8	4.8	3.8	2.8
87	5.7	4.7	3.7	2.7
86	5.6	4.6	3.6	2.6
85	5.5	4.5	3.5	2.5
84	5.4	4.4	3.4	2.4
83	5.3	4.3	3.3	2.3
82	5.2	4.2	3.2	2.2
81	5.1	4.1	3.1	2.1
80	5.0	4.0	3.0	2.0
79	4.9	3.9	2.9	1.9
78	4.8	3.8	2.8	1.8
77	4.7	3.7	2.7	1.7
76	4.6	3.6	2.6	1.6
75	4.5	3.5	2.5	1.5
74	4.4	3.4	2.4	1.4
73	4.3	3.3	2.3	1.3
72	4.2	3.2	2.2	1.2
71	4.1	3.1	2.1	1.1
70	4.0	3.0	2.0	1.0



### Chapter 89. Adaptations for Special Populations

#### Subchapter FF. Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care

##### §89.1601. Definitions.

The following words and terms, when used in this subchapter, have the following meaning, unless the context clearly indicates otherwise.

- (1) **Homeless**--This term has the meaning assigned to the term "homeless children and youths" under 42 United States Code (USC), §11434a.
- (2) **Homeless liaison**--A person designated by a school district or an open-enrollment charter school pursuant to the McKinney-Vento Homeless Assistance Act (42 USC, §11432(g)(1)(J)(ii)), to ensure homeless children and youth are identified and enrolled, with a full and equal opportunity to succeed, in schools.
- (3) **Substitute care**--The placement of a child who is in the conservatorship of the Texas Department of Family and Protective Services (DFPS) in care outside the child's home. The term includes foster care, institutional care, pre-adoptive homes, placement with a relative of the child, or commitment to the Texas Juvenile Justice Department under Texas Family Code, §263.001(a)(4).
- (4) **Foster care liaison**--The individual each local educational agency appoints to act as a liaison to facilitate enrollment or transfer of a child who is in conservatorship of the state, pursuant to Texas Education Code, §33.904.
- (5) **Foster care**--Twenty-four-hour substitute care for children placed away from their parents or guardians and for whom DFPS has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.
- (6) **Educational decision-maker**--A person designated by DFPS or a court to make education decisions on behalf of youth in substitute care.
- (7) **Enrollment conference**--A student-centered meeting for a newly enrolled student to identify academic and extracurricular interests; introduce school processes and opportunities for engagement; develop course and instructional strategies; review credits and assessment information; determine social-emotional support; and communicate confidential information that may impact a student's success, if needed.
- (8) **Records**--Documents in printed or electronic form that include, but are not limited to, student transcripts; individual course grades; academic achievement records; course credits, whether full or partial; individualized education program referrals; intervention data; immunizations; state assessment scores; student attendance data; disciplinary reports; graduation endorsements; special education/Section 504 committee records; performance acknowledgements; and personal graduation plans.

*Statutory Authority: The provisions of this §89.1601 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1601 adopted to be effective March 30, 2020, 45 TexReg 2159.*

##### §89.1603. Transfer of Student Records and Transcripts.

- (a) Each school district and open-enrollment charter school must ensure that copies of student records are made available to schools to which students who are homeless or in substitute care transfer.
- (b) Each school district and open-enrollment charter school is required to transfer student records within 10 working days of receipt of a request from a district or charter school to which a student who is homeless or



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### Commissioner's Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care

in substitute care enrolls, as required by Texas Education Code (TEC), §25.002(a-1). The discretionary authority under TEC, §31.104(d), to withhold records of a student if the student has not returned or paid for instructional materials or technological equipment does not exempt a district or charter school from the mandatory provision in TEC, §25.002, to send records to another public school in which the student enrolls.

- (c) Proof of enrollment in a different school district or open-enrollment charter school permits retroactive withdrawal to the date a student enrolled in the new school. The date of enrollment in the new district or charter school is considered the date of withdrawal from the previous district or charter school.
- (d) Student records must be requested, sent, and received using the Texas Records Exchange (TReX) system.
- (e) If a school district or an open-enrollment charter school fails to receive the required information within 10 working days, the requesting district or charter school may report the noncompliant district or charter school to the division responsible for TReX Support at the Texas Education Agency.

*Statutory Authority: The provisions of this §89.1603 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1603 adopted to be effective March 30, 2020, 45 TexReg 2159.*

#### **§89.1605. Development of Systems to Ease Transitions and Establish Procedures to Lessen the Adverse Impact of Movement of a Student.**

- (a) Each school district and open-enrollment charter school shall develop systems to ease transition of a student who is homeless or in substitute care during the first two weeks of enrollment at a new school. These systems shall include the following:
  - (1) welcome packets containing applicable information regarding enrollment in extracurricular activities, club activities, information on fee waivers, tutoring opportunities, the student code of conduct, and contact information for pertinent school staff such as counselors, nurses, social workers, the foster care liaison, the homeless liaison, the principal and any assistant principals, and related contacts;
  - (2) introductions for new students that maintain student privacy and confidentiality to the school environment and school processes by school district or charter school faculty, campus-based student leaders, or ambassadors; and
  - (3) mechanisms to ensure that a process is in place for all students who qualify to receive nutrition benefits upon enrollment, as all students who are homeless or in substitute care are eligible for United States Department of Agriculture Child Nutrition Programs. The process must expedite communication with the district or charter school nutrition coordinator to ensure that eligible students are not charged in error or experience delays in receiving these benefits.
- (b) A school district or an open-enrollment charter school shall convene an enrollment conference with the student within the first two weeks of enrollment or within the first two weeks after the student is identified as homeless or in substitute care.
  - (1) The convening of the enrollment conference shall not delay or impede the enrollment of the student.
  - (2) The enrollment conference shall address the student's credit recovery, credit completion, attendance plans and trauma-informed interventions, interests and strengths, discipline or behavior concerns, previous successes, college readiness, and social and emotional supports as well as district policies relating to transfers and withdrawals and communication preferences with parents or guardians. The enrollment conference may be comprised of:
    - (A) school administrators;
    - (B) homeless or foster care liaisons;
    - (C) a social worker;



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- (D) teachers;
  - (E) counselors;
  - (F) dropout prevention specialists;
  - (G) attendance/truancy officers;
  - (H) the relative caregiver, foster placement caregiver, or case manager;
  - (I) the Texas Department of Family and Protective Services (DFPS) designated educational decision-maker;
  - (J) the DFPS caseworker, Court Appointed Special Advocates (CASA) volunteer, or other volunteer, as applicable; and
  - (K) a parent and/or guardian, unless the caseworker indicates the parent's and/or guardian's rights to participate have been restricted by the court.
- (c) Pertinent staff members (such as principals, registrars, counselors, designated liaisons, nutrition coordinators, transportation specialists, etc.) should be knowledgeable concerning communication, processes, and procedures for facilitating successful school transitions for students who are homeless or in substitute care.
- (d) For each district or charter school, the Texas Records Exchange (TREx), the Personal Identification Database (PID), or the Person Enrollment Tracking (PET) application must be used to expedite coordination and communication between the sending and receiving schools.

*Statutory Authority: The provisions of this §89.1605 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1605 adopted to be effective March 30, 2020, 45 TexReg 2159.*

### §89.1607. Award of Credit.

- (a) Each school district and open-enrollment charter school must adopt a local policy to assist with awarding to a student who is homeless or in substitute care credit for a course that was earned prior to the student enrolling in or transferring to the district or charter school, as required by §74.26 of this title (relating to Award of Credit).
- (b) Each school district and open-enrollment charter school must examine how credit is awarded based on satisfactorily meeting all state and local requirements for a course upon enrollment, as required by §74.26 of this title.
- (c) Each school district and open-enrollment charter school must provide opportunities for a student who is homeless or in substitute care who enrolls in the district or charter school after the start of the school year to be administered credit by examination at any point during the school year, as required by §74.24 of this title (relating to Credit by Examination).
- (d) Each school district and open-enrollment charter school must award credit proportionately to a student who is homeless or in substitute care who successfully completes only half of a course, as required by §74.26(e) of this title.
- (e) Each school district and open-enrollment charter school must:
  - (1) develop a credit recovery plan for students who were denied credits outside the district or charter school;
  - (2) create a course transition plan for students who have been denied credit;
  - (3) develop and administer a personal graduation plan for each student in junior high or middle school, as required by Texas Education Code (TEC), §28.0212;

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- (4) ensure that school staff engage with the student, parent, or guardian, as applicable, to develop a credit recovery plan upon enrollment if the student has a credit deficit that would impede on-time promotion or graduation; and
- (5) comply with TEC, §28.025(i), concerning the award of diplomas for students who are homeless or in substitute care who are in Grade 11 or 12.

*Statutory Authority: The provisions of this §89.1607 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1607 adopted to be effective March 30, 2020, 45 TexReg 2159.*

## **§89.1609. Placement in Educational Programs and Courses.**

- (a) When a student who is homeless or in substitute care transfers before or during the school year, the receiving school district or open-enrollment charter school shall initially place the student in educational programs and courses based on the student's prior enrollment in and current educational assessments from the sending school.
  - (1) Educational programs include, but are not limited to, gifted and talented program services, bilingual or special language services for English learners, career and technical education, and early college high school.
  - (2) Course placement includes, but is not limited to, honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathway courses.
- (b) Each school district and open-enrollment charter school must ensure that a student who is homeless or in substitute care has the ability to earn the same endorsement categories, if applicable. If only one endorsement is offered, it must be multidisciplinary studies.
- (c) To the extent possible, each school district and open-enrollment charter school shall ensure the continuation of a student's educational and course programs from the previous district or charter school and promote placement in academically challenging and career preparation courses.

*Statutory Authority: The provisions of this §89.1609 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1609 adopted to be effective March 30, 2020, 45 TexReg 2159.*

## **§89.1611. Promotion of Access to Educational and Extracurricular Programs for Students Who Are Homeless or in Substitute Care.**

Appropriate school district or open-enrollment charter school staff must facilitate the process to complete and submit a University Interscholastic League (UIL) waiver of residence application form for a student who is homeless or in substitute care and plans to participate in varsity athletics or other UIL-sponsored activities.

- (1) Districts and charter schools must comply with Texas Education Code, §25.001(f), and a durational residence requirement may not prohibit a student in substitute care from fully participating in any activity sponsored by the school district.
- (2) Students in foster care remaining in their school of origin but residing outside of the school district of attendance shall be afforded a waiver, as allowed under UIL Constitution and Contest Rules Section 442: Residence in School District and Attendance Zone.

*Statutory Authority: The provisions of this §89.1611 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1611 adopted to be effective March 30, 2020, 45 TexReg 2159.*



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### §89.1613. Promotion of Postsecondary Information.

- (a) School district and open-enrollment charter school counselors or other designated staff shall work with district homeless and foster care liaisons to ensure that all students who are identified as homeless or in substitute care graduate with endorsements, if applicable, and have postsecondary plans identified in their personal graduation plans, to the extent required by Texas Education Code (TEC), §28.02121.
- (b) School district and open-enrollment charter school counselors or other designated staff must inform unaccompanied homeless youths of their rights and status as independent students for the purpose of applying for financial aid for higher education and provide verification of such status for the Free Application for Federal Student Aid (FASFA), pursuant to 42 United States Code, §11432(g)(6)(A)(x).
- (c) Each school district and open-enrollment charter school shall ensure that a student in substitute care who is enrolled in Grade 11 or 12 in that district or charter school is provided information regarding tuition and fee exemptions under TEC, §54.366, for dual-credit or other courses provided by a public institution of higher education for which a high school student may earn joint high school and college credit.

*Statutory Authority: The provisions of this §89.1613 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1613 adopted to be effective March 30, 2020, 45 TexReg 2159.*

### §89.1615. Provision of Special Education Services.

- (a) When a student who is homeless or in substitute care transfers into a school district or an open-enrollment charter school after being referred by a previous district or charter school for a special education evaluation, the receiving district or charter school must accept the referral and ensure that any written report of a full individual and initial evaluation must be completed in accordance with the timelines established in §89.1011 of this title (relating to Full Individual and Initial Evaluation).
- (b) When a student who is already eligible for special education and is homeless or in substitute care transfers into a school district or an open-enrollment charter school during the school year, the receiving district or charter school must ensure that it meets the student transfer requirements of §89.1050(j) of this title (relating to The Admission, Review, and Dismissal Committee).

*Statutory Authority: The provisions of this §89.1615 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1615 adopted to be effective March 30, 2020, 45 TexReg 2159.*

### §89.1617. Notice to Student's Educational Decision-Maker and Caseworker.

Each school district and open-enrollment charter school must comply with Texas Education Code (TEC), §25.007(b)(10), and provide notice in writing to the educational decision-maker and caseworker of a student who is homeless or in substitute care regarding events that may significantly impact the education of the student.

*Statutory Authority: The provisions of this §89.1617 issued under the Texas Education Code, §25.002(a-1) and §25.007(c).*

*Source: The provisions of this §89.1617 adopted to be effective March 30, 2020, 45 TexReg 2159.*