

Distrito Escolar Independiente de Bridgeport 2018 - 2019

Declaración de la visión de

BISD: Un distrito de Empoderamiento que trabaja en conjunto para hacer que el éxito sea una realidad.

Declaraciones de valor EI

aprendizaje del estudiante es la prioridad y es la base de todas las decisiones.

La buena comunicación y la colaboración generan confianza.

Tomamos decisiones basadas en datos con integridad ética y personal.

Todo el mundo Es un aprendiz y puede aprender.

Un ambiente de cuidado seguro es fundamental para el éxito.

Los estudiantes merecen un personal altamente calificado y bien entrenado.

Lecciones atractivas enfocadas en los estándares estatales son esenciales para el éxito de los estudiantes.

Altas expectativas para todos, crear un distrito de calidad.

Declaración de

la misión La misión del Distrito Escolar Independiente de Bridgeport es desafiar e inspirar a cada estudiante a ser un estudiante exitoso de por vida en una comunidad global.

Lema del distrito

“ORGULLO EN EL RENDIMIENTO”

Bridgeport Middle School

2018 - 2019

Campus Vision

S - Apoyo para todo el niño
H - Esperanza y mentalidad de crecimiento
A - Responsabilidad
R - Relaciones
Compromiso enriquecido E Escuela

Bridgeport High School

2018 - 2019

Visión del campus

Retrato de un graduado

Tema

Branding Campeones

Lema

Learning Today, Leading Tomorrow

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PREFACIO

Para Estudiantes y padres: ¡

Bienvenidos al año escolar 2018–19! La educación es un esfuerzo de equipo, y sabemos que los estudiantes, padres, maestros y otros miembros del personal que trabajan juntos pueden hacer que este sea un año maravillosamente exitoso para nuestros estudiantes.

El Manual de Estudiantes Secundarios de Bridgeport está diseñado para proporcionar información básica que usted y su hijo necesitarán durante el año escolar. El manual está dividido en dos secciones:

Sección I— DERECHOS PARENTALES — con información para ayudarlo a responder problemas relacionados con la escuela. Le recomendamos que se tome un tiempo para revisar de cerca esta sección del manual.

Sección II:OTRA INFORMACIÓN IMPORTANTE PARA ESTUDIANTES Y PADRES: organizada alfabéticamente por tema y, cuando sea posible, más dividida por aplicabilidad a edades y / o niveles de grado, para un acceso rápido cuando se busca información sobre un tema específico.

Tenga en cuenta que el término "padre", a menos que se indique lo contrario, se utiliza para referirse al padre, tutor legal, a cualquier persona a la que se le otorgó algún otro tipo de control legal del estudiante, o cualquier otra persona que haya aceptado asumir la escuela.

Responsabilidad por un alumno.

Tanto los estudiantes como los padres deben familiarizarse con el Código de Conducta Estudiantil de Bridgeport ISD, que es un documento adoptado por la junta y que tiene la intención de promover la seguridad escolar y un ambiente de aprendizaje. Ese documento se puede encontrar en el sitio web del distrito en www.bridgeportisd.net y está disponible en copia impresa a pedido.

El Manual del estudiante es solo una guía de referencia general y está diseñado para estar en armonía con la política de la junta y el Código de conducta del estudiante. Tenga en cuenta que no es una declaración completa de todas las políticas, procedimientos o reglas que puedan ser aplicables en una circunstancia determinada.

En caso de conflicto entre la política de la junta (incluido el Código de conducta del estudiante) y cualquier disposición del Manual del estudiante, se deben seguir las disposiciones actuales de la política de la junta y el Código de conducta del estudiante.

Tenga en cuenta que el Manual del estudiante se actualiza anualmente, mientras que la adopción y revisión de la política puede ocurrir durante todo el año. El distrito alienta a los padres a mantenerse informados de los cambios propuestos en la política de la junta asistiendo a las reuniones de la junta y revisando los boletines y otras comunicaciones que explican los cambios en la política u otras reglas que afectan las disposiciones del Manual del Estudiante. El distrito se reserva el derecho de modificar las disposiciones del Manual del Estudiante en cualquier momento, siempre que se considere necesario. Se dará aviso de cualquier revisión o modificación según sea razonablemente práctico en las circunstancias.

Aunque el Manual del estudiante puede referirse a los derechos establecidos por la ley o la política del distrito, el Manual del estudiante no crea ningún derecho adicional para los estudiantes y los padres. No crea, ni tiene la intención de crear, derechos contractuales o legales entre cualquier estudiante o padre y el distrito.

Si usted o su hijo tienen preguntas sobre el material de este manual, comuníquese con un maestro, el consejero escolar o el director.

Además, complete y devuelva al campus de su hijo los siguientes formularios que se encuentran en el paquete de formularios distribuidos al comienzo del año o al momento de la inscripción del estudiante:

1. Formulario de Reconocimiento O Reconocimiento de la Distribución Electrónica del Manual del Estudiante;
2. Aviso sobre la información del directorio y la respuesta de los padres sobre el formulario de divulgación de información del estudiante;
3. El formulario de objeción de los padres a la divulgación de información de los estudiantes a reclutadores militares e instituciones de educación superior, si decide restringir la divulgación de información a estas entidades; y
4. formulario de consentimiento / exclusión.

[Ver **Objetar al lanzamiento de Información de directorio y consentimiento requerido antes de la participación del estudiante en una encuesta, análisis o evaluación financiada con fondos federales** para obtener más información.]

Se incluyen referencias a los códigos de políticas para que los padres puedan consultar la política actual de la junta. El manual oficial de políticas del distrito está disponible para su revisión en la del administracióndistrito oficina de, y una copia electrónica no oficial está disponible en www.bridgeportisd.net.

Accesibilidad

Si tiene dificultades para acceder a la información en este documento debido a una discapacidad, comuníquese con cpeavey@bridgeportisd.net LOS

SECCIÓN I: DERECHOS DE PADRES

Esta sección del Manual del Estudiante de Bridgeport Secondary School incluye información relacionada con ciertos derechos de los padres según lo especificado en el estado o federal ley.

CONSENTIMIENTO, OPCIÓN DE SALIDA Y DERECHOS DE RECHAZO

Consentimiento para realizar una evaluación psicológica

Un empleado del distrito no realizará un examen, prueba o tratamiento psicológico sin obtener el consentimiento previo por escrito de los padres, a menos que la ley estatal o federal requiera el examen, la prueba o el tratamiento. con respecto a los requisitos para educación especial o por la Agencia de Educación de Texas (TEA) para investigaciones e informes de abuso infantil.

Consentimiento para mostrar los trabajos originales y la información personal de un estudiante Los

maestros pueden mostrar el trabajo de los estudiantes, que puede incluir información del estudiante que lo identifique personalmente, en las aulas o en cualquier otro lugar del campus como reconocimiento del rendimiento estudiantil.

Sin embargo, el distrito buscará el consentimiento de los padres antes de mostrar las obras de arte de los estudiantes, proyectos especiales, fotografías tomadas por los estudiantes, videos originales o grabaciones de voz, y otros trabajos originales en el sitio web del distrito, un sitio web afiliado o patrocinado por el distrito, como un campus o el sitio web del aula, y en publicaciones del distrito, que pueden incluir materiales impresos, videos u otros métodos de comunicación masiva.

Consentimiento para recibir instrucción sobre concientización sobre paternidad y paternidad si el estudiante es menor de 14 años.

Un alumno menor de 14 años debe tener permiso de sus padres para recibir instrucción sobre el programa de concientización sobre paternidad y paternidad del distrito; de lo contrario, el estudiante no podrá participar en la instrucción. Este programa, desarrollado por la Oficina del Fiscal General de Texas y la Junta de Educación del Estado (SBOE), se incorpora a las clases de educación de salud del distrito.

Consentimiento para grabar en video o audio a un estudiante cuando lo permite de otra manera

la leyLa ley estatal le permite a la escuela hacer un video o grabación de voz sin el permiso de los padres en las siguientes circunstancias:

- Cuando se va a usar para la seguridad escolar;
- Cuando se relaciona con la instrucción en el aula o una actividad extracurricular o co-curricular;
- Cuando se relaciona con la cobertura mediática de la escuela; o

- Cuando se relaciona con la promoción de la seguridad del estudiante según lo dispuesto por la ley para un estudiante que recibe servicios de educación especial en ciertos entornos.

El distrito buscará el consentimiento de los padres a través de una solicitud por escrito antes de realizar cualquier otro video o grabación de voz de su hijo que no esté permitido por la ley.

{Vea Cámaras de video para obtener más información, incluido el derecho de los padres a solicitar que el equipo de video y audio se coloque en ciertos entornos de educación especial.}

Prohibición del uso de castigosEl castigo

corporalescorporal (azotes o paletas) se puede usar como una técnica de manejo disciplinario de acuerdo con el Código de Conducta del Estudiante y la política FO (LOCAL) en el manual de políticas del distrito.

Si no desea que el castigo corporal sea administrado a su hijo como un método de disciplina estudiantil, devuelva el formulario incluido en el paquete de formularios O envíe una declaración por escrito al director de la escuela indicando esta decisión. Se debe proporcionar una declaración firmada cada año si no desea que se aplique el castigo corporal a su hijo.

Puede optar por revocar esta prohibición en cualquier momento durante el año al proporcionar una declaración firmada al director de la escuela. Sin embargo, el personal del distrito puede optar por utilizar métodos de disciplina distintos al castigo corporal, incluso si los padres solicitan que se utilice este método en el estudiante.

Tenga en cuenta que si el distrito tiene conocimiento de que un estudiante se encuentra bajo tutela temporal o permanente (custodia) del estado, a través de cuidado de crianza, cuidado familiar u otros arreglos, no se administrará el castigo corporal, incluso cuando una declaración firmada que prohíba su uso haya no ha sido presentado por el cuidador o el trabajador social del estudiante.

Limitación de las comunicaciones electrónicas con los estudiantes por parte de los empleados

del distrito El distrito permite que los maestros y otros empleados aprobados se comuniquen con los estudiantes a través del uso de medios electrónicos dentro del alcance de las responsabilidades profesionales de la persona. Por ejemplo, un maestro puede configurar una página de redes sociales para su clase que tenga información relacionada con el trabajo en clase, tareas y exámenes. Como padre, le invitamos a unirse o convertirse en miembro de dicha página.

Sin embargo, los mensajes de texto enviados a un estudiante individual solo se permiten si un empleado del distrito responsable de una actividad extracurricular necesita comunicarse con un estudiante que participa en la actividad extracurricular.

Se requiere que el empleado incluya a los padres del estudiante como destinatario en todos los mensajes de texto.

O

Se requiere que el empleado incluya a su supervisor inmediato y a los padres del estudiante como destinatarios en todos los mensajes de texto.

O

El empleado debe enviar una copia del mensaje de texto a la dirección de correo electrónico del distrito del empleado.

Si prefiere que su hijo no reciba ninguna comunicación electrónica individual de un empleado del distrito o si tiene preguntas relacionadas con el uso de medios electrónicos por parte de los empleados del distrito, comuníquese con el director de la escuela.

Cómo objetar la divulgación de información del directorio

La Ley de Privacidad y Derechos Educativos de la Familia, o FERPA, permite al distrito divulgar la “información del directorio” designada de manera apropiada de los registros educativos de un niño sin el consentimiento por escrito. "Información de directorio" es información que generalmente no se considera dañina o una invasión de la privacidad si se divulga. Los ejemplos incluyen una fotografía de un estudiante para publicación en el anuario escolar; el nombre y el nivel de grado de un estudiante con el propósito de comunicar las tareas de la clase y del maestro; el nombre, el peso y la altura de un atleta para su publicación en un programa atlético escolar; una lista de los cumpleaños de los estudiantes para generar reconocimiento en la escuela o en el aula; el nombre y la fotografía de un estudiante publicados en una plataforma de medios sociales aprobada y administrada por el distrito; y los nombres y niveles de grado de los estudiantes presentados por el distrito a un periódico local u otra publicación de la comunidad para reconocer la lista de honor A / B para un período de calificación específico. La información del directorio se divulgará a cualquier persona que siga los procedimientos para solicitarla.

Sin embargo, un padre o estudiante elegible puede objetar la divulgación de la información del directorio de un estudiante. Esta objeción debe hacerse por escrito al director dentro de los diez días escolares del primer día de instrucción de su hijo para este año escolar. [Vea el “Aviso sobre la información del directorio y la respuesta de los padres sobre la divulgación de información del estudiante” incluido en el paquete de formularios.]

El distrito ha identificado lo siguiente como información de directorio: 1. Datos de ingreso, datos personales y familiares, incluida la certificación de la fecha de nacimiento. , 2. Datos de exámenes estandarizados, que incluyen calificaciones de inteligencia, aptitud, interés, personalidad y ajuste social, 3. Todos los registros de logros, según lo determinen los exámenes, las calificaciones registradas y las evaluaciones de los maestros, 4. Toda la documentación relacionada con la historia de un estudiante y cualquier acelerada instrucción que él o ella ha recibido, incluida cualquier documentación de discusión o acción realizada por un comité de colocación de grado convocado para el estudiante, 5. Registro de servicios de salud, 6. Registro de asistencia, 7. Cuestionarios para el estudiante, 8. Registro del maestro, consejero o administrativo conferencias con el estudiante o pertenecientes al estudiante, 9. Informes

verificados de patrones de conducta serios o recurrentes, 10. Copias de correos charla con los padres y otras personas relacionadas con el estudiante, 11. Registros transferidos de otros distritos en los que se inscribió el estudiante, 12. Registros relacionados con la participación en actividades extracurriculares, 13. Información relacionada con la participación del estudiante en programas especiales, 14. Registros de cuotas evaluado y pagado, 15. Registros relacionados con quejas de padres y estudiantes, 16. Otros registros que pueden contribuir a la comprensión del estudiante. Si se opone a la divulgación de la información del estudiante incluida en el formulario de respuesta a la información del directorio, su decisión también se aplicará al uso de esa información con fines patrocinados por la escuela, como la lista de honor, el periódico escolar, el anuario, las actividades de reconocimiento, Comunicados de prensa, y programas de atletismo.

También revise la información en **Inspección Autorizada y Uso de los registros de los estudiantes**.

Cómo objetar la divulgación de información estudiantil a reclutadores militares e instituciones de educación superior (solo niveles de grado secundario)

El distrito está obligado por ley federal a cumplir con una solicitud de un reclutador militar o una institución de educación superior para los nombres, direcciones, y listados telefónicos, a menos que los padres hayan aconsejado al distrito que no divulgue la información de sus hijos sin el consentimiento previo por escrito. Un formulario incluido en el paquete de formularios está disponible si no desea que el distrito proporcione esta información a reclutadores militares o instituciones de educación superior.

Participación en encuestas de terceros

Consentimiento requerido antes de la participación del estudiante en unafederales

encuesta, análisis o evaluación financiada con fondosNo se requerirá que su hijo participe sin el consentimiento de los padres en ninguna encuesta, análisis o evaluación, financiado en su totalidad o en parte por los EE. UU. Departamento de Educación — que se refiere a:

- afiliaciones políticas o creencias del estudiante o de los padres del estudiante.
- Problemas mentales o psicológicos del alumno o de su familia.
- Comportamiento o actitudes sexuales.
- Comportamiento ilegal, antisocial, auto-incriminatorio o degradante.
- Evaluaciones críticas de individuos con quienes el estudiante tiene una relación familiar cercana.
- Relaciones privilegiadas según la ley, como las relaciones con abogados, médicos y ministros.
- Prácticas religiosas, afiliaciones, o creencias del alumno o padres.
- Ingresos, excepto cuando la información es requerida por la ley y se usará para

determinar la elegibilidad del estudiante para participar en un programa especial o para recibir asistencia financiera bajo tal programa.

Podrá inspeccionar la encuesta u otro instrumento y cualquier material de instrucción utilizado en relación con dicha encuesta, análisis o evaluación. [Para más información, consulte la política EF (LEGAL)].

"Opción de exclusión" de la participación en otros tipos de encuestas o exámenes y la divulgación de información personal

Como padre, usted tiene derecho a recibir un aviso y denegar el permiso para su hijo participación en:

- Cualquier encuesta relacionada con la información privada mencionada anteriormente, independientemente de la financiación.
- Actividades escolares relacionadas con la recopilación, divulgación o uso de información personal recopilada de su hijo con el fin de comercializar, vender o divulgar de otro modo esa información. Tenga en cuenta que esto no se aplica a la recopilación, divulgación o uso de información personal recopilada de los estudiantes con el exclusivo propósito de desarrollar, evaluar o proporcionar productos o servicios educativos para, o para, estudiantes o instituciones educativas.
- Cualquier examen o examen físico invasivo que no sea de emergencia requerido como condición de asistencia, administrado y programado por la escuela con anticipación y no es necesario para proteger la salud y seguridad inmediatas del estudiante. Las excepciones son la audición, visión u oroles pruebas de, o cualquier examen o prueba física permitido o requerido por la ley estatal. [Vea las políticas EF y FFAA.]

Como padre, puede inspeccionar una encuesta creada por un tercero antes de que la encuesta sea administrada o distribuida a su hijo.

ELIMINAR A UN ESTUDIANTE DE LA INSTRUCCIÓN O EXCUSAR A UN ESTUDIANTE DE UN COMPONENTE DE INSTRUCCIÓN REQUERIDO

Instrucción

sobre Sexualidad Humana

Como parte del plan de estudios del distrito, los estudiantes reciben instrucción relacionada con la sexualidad humana. El Consejo Consultivo de Salud Escolar (SHAC, por sus siglas en inglés) participa en la selección de los materiales del curso para dicha instrucción.

La ley estatal requiere que cualquier instrucción relacionada con la sexualidad humana, las enfermedades de transmisión sexual, el virus de inmunodeficiencia humana o el síndrome de inmunodeficiencia adquirida debe:

- Presentar la abstinencia de la actividad sexual como la opción preferida de comportamiento en relación con toda actividad sexual para personas solteras en edad escolar;

- Dedique más atención a la abstinencia de la actividad sexual que a cualquier otro comportamiento;
- Enfatice que la abstinencia es el único método que es 100 por ciento efectivo en la prevención del embarazo, las enfermedades de transmisión sexual y el trauma emocional asociado con la actividad sexual de los adolescentes;
- Dirigir a los adolescentes a un estándar de comportamiento en el que la abstinencia de la actividad sexual antes del matrimonio es la forma más efectiva de prevenir el embarazo y las enfermedades de transmisión sexual; y
- Si se incluye en el contenido del plan de estudios, enseñe la anticoncepción y el uso del condón en términos de tasas de uso humano en lugar de tasas teóricas de laboratorio.

Como padre, usted tiene derecho a revisar los materiales del plan de estudios. Además, puede retirar a su hijo de cualquier parte de la instrucción de sexualidad humana sin sanciones académicas, disciplinarias u otras. También puede optar por involucrarse más en el desarrollo del plan de estudios utilizado para este propósito al convertirse en miembro del SHAC del distrito. Por favor, consulte al director de la escuela para obtener información adicional.

Recitar una parte de la Declaración de Independencia en los grados 3 a 12

Usted puede solicitar que su hijo sea excusado de la recitación de una parte de la Declaración de Independencia. La ley estatal requiere que los estudiantes en las clases de estudios sociales en los grados 3 a 12 reciten una parte del texto de la Declaración de Independencia durante la Semana de la Libertad de Celebración a menos que (1) proporcione una declaración por escrito solicitando que su hijo sea excusado, (2) el distrito determina que su hijo tiene una objeción de conciencia a la recitación, o (3) usted es un representante de un gobierno extranjero a quien el gobierno de los Estados Unidos extiende la inmunidad diplomática. [Vea la política EHBK (LEGAL).] Recitar las promesas

a los Estados Unidos y las banderas de Texas

Como padre, puede solicitar que su hijo sea eximido de participar en la recitación diaria de la Promesa de lealtad a la bandera de los Estados Unidos y la Promesa de Lealtad a la bandera de Texas. La solicitud debe ser por escrito. La ley estatal no permite que su hijo sea eximido de participar en el minuto de silencio requerido o actividad silenciosa que sigue. [Vea **Promesas de lealtad y un Minuto de silencio** y política EC (LEGAL).]

Creencias religiosas o morales

Usted puede retirar a su hijo temporalmente del aula si una actividad educativa en la que está programado para participar entra en conflicto con sus creencias religiosas o morales. El retiro no puede ser con el propósito de evitar una prueba y no puede extenderse por un semestre completo. Además, su hijo debe cumplir con los requisitos de graduación y nivel de grado según lo determine la escuela y la ley estatal.

Tutoría o preparación de exámenes

Basado en observaciones informales, datos de evaluación como calificaciones obtenidas en tareas o exámenes, o resultados de evaluaciones diagnósticas, un maestro puede determinar que un estudiante necesita asistencia específica adicional para que el estudiante logre el dominio del estado -developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

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

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

Instructional Materials

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

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the US Comptroller General's office, the US Attorney General's office, the US Secretary of Education, TEA, the US Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is: 2107 15th Street, Bridgeport, TX 76426.

The address of the principals' offices is: BMS 702 17th Street, Bridgeport, TX 76426.

BHS #1 Maroon Drive, Bridgeport, TX 76426

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences and Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's

or superintendent's office at www.bridgeportisd.net.

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
[See **Bullying** policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another district campus OR a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows and the district will grant proportionate course credit by semester (partial credit) when a student does only passes one semester of a two semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma

from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

[See also Credit by Examination For Advancement/Acceleration, Course Credit, and Students in Foster Care for more information.]

Students Who Are Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

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

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is

currently residing.

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

[See also Homeless Student for more information.]

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

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

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

Special Education Referrals

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

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

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

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent

by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is *(MS Patina Berardi) (HS Aimee Burtnett or Darlene Thweatt)* at *(MS 940) 683-2273) or (HS 940) 683-4064)*

Section 504 Referrals

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is *(MS Patina Berardi) (HS Aimee Burtnett or Darlene Thweatt)* at *(MS 940) 683-2273) or (HS 940) 683-4064)* .

(See also Students with Physical or Mental Impairments Protected under Section 504 on page 29.)

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies

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

Home

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

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected under Section 504

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

[See policy FB.]

(See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services on page 25 for more information.)

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your campus principal.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days per year related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the US armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences, and

- A student serving as an election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Patricia Hernandez. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parents if a school-aged student is

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

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

[See policy FEA(LEGAL).]

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

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attending the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.

- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

As required by state law, BISD takes official attendance every day as follows:

- BMS during 2nd period
- BHS during 5th period

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

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

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or

condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by the federal law.

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

TEA also maintains additional accountability and accreditation information at <http://tea.texas.gov/perfreport/> and <http://tea.texas.gov/>.

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered in October at BHS.

Please contact the BHS counselors for information about this opportunity.

AWARDS AND HONORS (All Grade Levels)

Honor Roll

A-Honor Roll: Students who have grades 90 or above in all subjects will be placed on the A Honor Roll.

AB Honor Roll: Students who have grades 80 or above in all subjects will be placed on the AB Honor Roll.

Perfect Attendance

Perfect Attendance awards will be given to those students who have not missed any days or class periods during the entire school year.

Lettering Guidelines

Students may letter in athletics, band, CTE and UIL. Students are eligible to receive one letter jacket in the first extra-curricular activity they meet lettering requirements (Note: Students only receive **ONE** letter jacket from BHS). Embroidery, patches and additional add-ons are paid at the expense of parents/students. The school pays for the letter jacket (all patches, etc. are paid by the students parents).

*** Each organization has their own guidelines, please contact sponsor for more information.

Renaissance Program at Bridgeport High School

Platinum---All A's---Less than 3 absences---Less than 3 tardies---No ISS/SAC offenses

Maroon---All A's and B's---Less than 3 absences---Less than 3 tardies---NO ISS/SAC

White---Passing All Classes---Less than 3 absences---Less than 3 tardies---NO ISS/SAC

Bull Bucks @ BHS (Distributed by faculty/staff for students exceeding expectations)

BULLYING (All Grade Levels)

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

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

The district is required to adopt policies and procedures regarding:

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by accessing the "Report Bullying" link on the campus website.

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

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

Upon recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. (See Safety Transfers/Assignments on page 21)

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

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

[See **Safety Transfers/Assignments** on page 21. **Dating Violence, Discrimination, Harassment, and Retaliation** on page 60. **Hazing** on page 88, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

Bridgeport Middle School offers career and technical education programs aligned with Bridgeport High School. Admission to these programs is based on meeting the eligibility requirements for these courses.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be

aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies.**]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

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

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**].

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

- Child Welfare Information Gateway Factsheet
- Kids Health For Parents Child Abuse
- Texas Association Against Sexual Assault Resources
- Texas Attorney General, What We Can Do About Child Abuse Part One
- Texas Attorney General, What We Can Do About Child Abuse Part Two

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

Courses offered at Bridgeport Middle School, including those that count for High School credit, do not impact the class rankings at Bridgeport High School.

Please see EIC (LOCAL) regarding valedictorian, salutatorian, highest-ranking graduate, local honors, and class ranking.

Valedictorian/Salutatorian

The requirements for a student to receive Valedictorian or Salutatorian honors are:

- Students considered for valedictorian, salutatorian, and Top Ten Percent should be candidates for the recommended or distinguished graduate plans.
- All course work in the junior and senior years must be completed in residence.

The eligible student with the highest academic grade average will receive the valedictorian award. The eligible student with the second highest academic grade average will receive the salutatorian award. In case of a tie for valedictorian, a review board shall be appointed by the principal and shall consist of not more than five high school faculty members. The review board shall use the following objective criteria. Each step will be considered in the order it appears until the tie is broken. At the step at which the tie is broken, the valedictorian will be determined and the other student becomes the salutatorian.

- The grade point average of the tied individuals will be carried to three decimal places.
- Grade point averages will be calculated on advanced and honors courses only. These will be carried out to three decimal places.
- If both students have taken the SAT, the best overall scores received prior to the end of the fifth six-week (Senior year) grading period will be considered.
- If both students have the taken the ACT, the best overall scores received prior to the end of the fifth six-week (Senior year) grading period will be considered.
- If there is still a tie at this point, there will be two valedictorians that will share the

honor. In this case, there will be no salutatorian.

- In the event of a tie for valedictorian, only one student can be awarded the State of Texas Highest Ranking Award and scholarship.

The Valedictorian and Salutatorian will be determined at the end of the 5th six weeks of their senior year. The valedictorian and salutatorian must have been in full-time attendance, at Bridgeport High School, the last two years of high school. A student who transfers to BHS and is in full-time attendance less than the last two years prior to graduation may be the number one or number two student, but will not hold the title of valedictorian or salutatorian.

The top ten percent will be determined by using a cumulative average thru the 5th six weeks (Senior year). Senior enrollment will be announced at the end of the 5th six weeks. For two school years following their graduation, District graduates who ranked in the top ten percent of their graduating class are eligible for admission into four-year public universities and colleges in Texas. Students and parents should contact the high school counselor for further information about how to apply and the deadline for application.

Only the grades earned in the classes listed in the curriculum and scheduling catalog will be used to determine the valedictorian and salutatorian awards and class ranking. Advance courses not offered at Bridgeport High School will count as regular courses when calculating grade point averages

When a student moves from an advanced or honors class to a regular ed course during a semester, the GPA will be calculated based on the regular ed course.

Note: Course levels will be determined based upon freshman entry date.

All grades earned in academic courses will be used in averaging the student's grades for those who entered high school in Fall of 2013 and prior.

Beginning with the entering freshmen of 2011-2012, all SBOE approved electives will count towards gpa. Classes taken online and/or during summer school will also be included in gpa.

Beginning with the entering freshmen of 2014-2015 class, all core classes will be counted in gpa. Core classes taken online and/or during summer school will also be included in gpa. Core classes taken in middle school do not count towards gpa.

EIC (LOCAL) QUALIFYING COURSES

Foundation Courses for Class Ranking

Beginning with 2014-15 Incoming Bridgeport HS Ninth Graders

Advanced 5 Point Classes

Algebra II--Advanced	Economics Dual Credit	Pre Calculus Pre-AP
Anatomy/Physiology Dual Credit	English I & II Pre-AP	US Government AP
Biology AP	English III & IV AP	US Government Dual Credit
Biology Pre-AP	English IV Dual Credit	US History AP
Calculus AB AP	Environmental Science AP	W. Geography—Pre-AP
Chemistry Pre-AP	Geometry--Advanced	W. History—Pre-AP
Economics AP	Physics Pre-AP	<i>Future advanced core course</i>

Regular 4 Point Classes

Academic Core Courses—Modified/Alt	Chemistry	Physics
Academic Core Courses--Resource	Economics	US Government
Aquatic Science	English I, II, III, IV	US History
Advanced Animal Science	Environmental Science	W. Geography
Algebra I, II, III	Geometry	W. History
Anatomy and Physiology	Integrated Physics & Chemistry	<i>Future regular core courses</i>
Biology	Math Models	

Non-Ranked Classes

Agriculture Food and Natural Resources Courses	Fine Arts Courses (Art, Band, Choir, Dance, Theater) I, II, III, IV	PE/Athletics/Cheerleader/D rill
Arts, Audio/Visual and Communications Courses	Health	Peer Assistance & Leadership
Business Marketing and Finances Courses	Health Sciences Courses	Read Right
Core Subject Enrichment Courses	HS courses completed in MS for HS credit	SAT/ACT Prep Course

Credit by Exams for Acceleration/Retrieval	Non-core Independent Study Courses for Acceleration/Recovery	Spanish I, II, III, IV
Debate I, II, III	Local Credit Courses	Recovery core courses
Dual Credit Non-Core Courses	Newspaper/Yearbook I, II, III, IV	Student Leadership
Education and Training Dept Courses	Office Aide	Transportation, Distribution and Logistics Courses

Notes: (1) Subjects taken at a university level or as college prep. have been given 5 point weight.

(2) If any other classes are developed and count for any of the core (ie Ag courses for science or math, other classes for ELA) they will be added to the GPA chart.

(More detailed information on ranking, gpa, etc. will be provided in the Course Catalog.)

CLASS SCHEDULES (Secondary Grade Levels Only)

The secondary school schedules are designed based on course requests and student enrollment numbers. Students will not be permitted to “drop” or “change” elective classes after two weeks at the beginning of each semester.

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

In order to drop a core course or request a teacher change, the parent/guardian of the student wishing to change must first meet with the teacher and the counselor. If the course change or teacher change can be made without causing the class numbers to be unbalanced, then the counselor can make the decision to allow the student to change the course and/or teacher. If the change will cause the class numbers to be unbalanced, then the student can be placed on a “waiting list.”

The principal does have discretion to make course changes for a student that is causing discipline problems, having difficulty with a student in the classroom, or any other reason the principal may find necessary.

A student may drop a Pre-AP course to get into a regular course with parent permission. This

may be done at the beginning of any six weeks. A student may move from a regular course to a Pre-AP course only at the beginning of each semester.

When a student withdraws from an advanced or honors course prior to the end of the semester, the grade calculated for GPA will be un-weighted (as a regular class)

If a student transfers to BHS with advanced courses not offered at BHS, those courses will not be weighted for GPA.

Every class change creates grade book changes, attendance changes, and paperwork changes. Please limit class schedule changes to a minimum. The counselors try to accommodate the student's requests, but unfortunately it is not always possible to get the schedule that is requested.

At the beginning of each semester, the counselors may have to do schedule changes that were not requested in order to balance classes or create a new section of courses.

A student may be assigned a class as an elective course to receive accelerated instruction in response to an observed academic need such as failing the previous year's STAAR test.

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day.

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

Closed Campus

BMS and BHS are closed campuses, and no one will be allowed to leave the campus without permission from the office. A student must present a note from his or her parent or guardian. The parent/guardian must telephone the office to verify the note before a student can leave campus. Once students arrive at school whether by walking, bicycle, motorized vehicle, bus, etc. they are expected to remain on campus unless they have been given permission to leave by a school administrator. Students are expected to leave their vehicle and the parking lot immediately and then either enter or go to the front of the building once on campus.

COLLEGE AND UNIVERSITY ADMISSIONS and Financial Aid (Secondary Grade Levels Only)

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses).

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer of fall 2019 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon enrolling their first course that is eligible for high school credit, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid.

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

***Juniors and Seniors are allowed 2 college days per year (students must email Mrs. Sturdivant 24 hours in advance for approval)

[See **Class Rank/Highest Ranking Student** for information specifically related to how the district calculates a student's rank in class and requirement for **Graduation** for information associated with the foundation graduation program].

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TxVSN); (These courses and other independent courses will not count toward GPA)
- Enrollment in courses taught in conjunction and in partnership with Weatherford College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

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

grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

COMMUNICATIONS—AUTOMATED

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. Please see Safety for information regarding contact with parents during an emergency situation.

COMPLAINTS AND CONCERNS (All Grade Levels)

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

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still

unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed below:

BMS – Karl Little

BHS – (A – L) Robert O'Dell (M – Z) Doug McCollough

Student Expectations:

Be Prompt

Students are expected to always be on time and ready to be successful.

Be Prepared

Students are expected to come to class prepared with appropriate materials and work ethic. Students in need of materials are expected to be responsible, identify the need, and seek help from the teacher or administrator to give them the necessary materials for success.

Be Polite

Students are expected to show kindness in their language and actions. We will always be respectful and appreciative of each other's differences and unique contribution to our campus.

Be Productive

Students are expected to give their best effort and strive to get better every day. We will make

productive decisions that give our peers and ourselves the opportunity to be successful in school and life.

Be Positive

Students are expected to be uplifting to others in their language and actions. We are always hopeful and strive to grow and improve each day.

Progressive Discipline

Discipline is defined as the systematic teaching and learning of appropriate, responsible behaviors. Our progressive discipline system is designed to protect the learning environment and to improve student conduct. Student misbehavior will be addressed through a series of corrective interventions, which will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Corrective interventions will vary according to the specific student behavior, and will be informed by an evaluation of the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Behaviors are classified into three types: the most minor infractions being Level 1 through the most egregious being Level 3. Corrective interventions will be individualized for each student based on the type of offense. See the Progressive Discipline System – Student Behavior and Corrective Interventions chart for examples of Level 1 through Level 3 behaviors and the possible corrective interventions for each.

Continuum of Interventions

Level 1 Behaviors	Corrective Intervention
<p>Includes: Repeatedly out of seat, Repeatedly off task, Running in halls, Disrupting class, unprepared for class or refusal to participate.</p> <p>* This is a partial list for explanation purposes and is not meant to exclude other similar behaviors.</p>	<p>Corrective intervention is assigned by the teacher. Includes parent notification, conferences, and after-school detention.</p> <p>The teacher documents the behavior and the corrective interventions in the student's file.</p>
Level 2 Behaviors	Corrective Intervention
<p>Includes: Repetition of Level 1 behaviors; Unapproved possession of another student's property; Persistent disruption of classroom environment; Throwing food in cafeteria; Inappropriate language; Dress code violation; Rough play or altercation; Inappropriate physical contact; possession of tobacco; disrespect/defiance of school rules; extortion/threats/intimidation; lewd, indecent, or offensive conduct; sexual harassment; racial slurs; theft/possession of stolen property; Bullying; Excessive tardies.</p>	<p>The student is sent immediately to the campus administrator for corrective intervention at the administrative level.</p> <p>Administrative interventions may include parent conference, multiple days of detention, in-school or out-of-school suspension, required counseling, or DAEP placement.</p> <p>Teacher documents behavior in student file. Campus administrator documents corrective interventions in student file.</p>

* This is a partial list for explanation purposes and is not meant to exclude other similar behaviors.	
Level 3 Behaviors	Corrective Intervention
Includes: Violence against a student or adult on school premises; Possession of drugs or alcohol; Possession of weapon/use of item as a weapon; Felony charge against the student on or off school grounds. * This is a partial list for explanation purposes and is not meant to exclude other similar behaviors.	The student is escorted or reported immediately to the campus administrator, and will be suspended immediately pending a DAEP hearing. Severe or illegal behaviors will be reported to the appropriate law enforcement authority. Campus administrator documents corrective interventions in student file.

The following corrective interventions may be used – alone or in combination – for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Lunch detention
- Saturday School
- After School detention
- Seating changes within the classroom
- Confiscation of items that disrupt the educational process
- Behavioral contracts
- Counseling by teachers or administrative personnel
- Parent conferences
- Removal of student from classroom setting
- Withdrawal of privileges, such as participation in activities or school clubs
- Out-of-school suspension
- In-School suspension
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school
- Peer Mediation
- DAEP
- Restorative Discipline

Student behaviors and Interventions:

Level 1 and 2 Behaviors

Since appropriate social behavior involves a series of learned skills, it is logical that the “first line” of discipline is in the classroom. For Level 1 behaviors, teachers will employ corrective interventions within the classroom setting.

Removal from the Regular Education Setting

In addition to other discipline management techniques, student misbehavior may result in

removal from the regular educational setting in the form of a discipline referral.

A teacher or administrator will remove a student from the class in order to protect the educational environment in the classroom. A teacher may also initiate a removal from class if:

- a. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his/her class; or
- b. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Students engaging in Level 1 behaviors will be referred to the campus administrator after Level 1 interventions have occurred, the behavior has been determined to be repetitive, and the attitude of the student defiant. When a teacher or staff member observes any instance of Level 2 behavior, the offending student will be escorted or reported to a campus administrator immediately. The campus administrator will first discuss the behavior or incident with the student and then proceed with further corrective interventions.

The parent/guardian will be informed of the details contributing to the referral and of any disciplinary or corrective interventions prescribed.

Teaching Appropriate Behaviors

BMS and BHS will be proactive in teaching students appropriate behaviors and reward students who consistently are prompt, prepared, polite, productive, and positive.

Level 3 Behaviors

A teacher or administrator will remove a student from class if the student engages in behavior that under the Texas Education Code requires or permits the student to be suspended or automatically placed in DAEP. Offenses of this nature may involve appropriate law enforcement authorities.

Suspension

Students generally learn most effectively in a classroom. Therefore students will be removed from the regular educational setting via suspension only when multiple, appropriate corrective interventions have been attempted, or such a removal is necessary for the safety and stability of the larger school community. Students may be suspended for any behavior listed in the Student Code of Conduct as a general conduct violation. In deciding whether to order suspension, the appropriate administrator will take into consideration: 1. Intent at the time the student engaged in the conduct, 2. severity of the offense, 3. the student's disciplinary history. Before being suspended, a student will have a conference with the appropriate administrator who shall inform the student of the conduct of which he/she is accused. The student will be given the opportunity to explain his/her version of the incident before the administrator's decision is made. The number of days of a student's suspension will be determined by the appropriate administrator, but

will not exceed three school days. State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or the campus principal. Consequences will not be deferred pending the outcome of a grievance.

Related Discipline Procedures:

Lunch Detention

Lunch detention will be in a separate room from the lunch area. Students receiving lunch detention will arrive to the lunch area, get their lunch, and will be escorted by the lunch monitor to detention.

Saturday School

Saturday School is from 8:00-12:00 periodically throughout the year. Saturday School may be assigned for behavior or attendance concerns. Dates for Saturday school will be posted on the campus calendar monthly on the campus website: <http://c2.bridgeportisd.net/Domain/133>.

Disruptions of School Operations

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

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

the activity with loud or profane language or any misconduct.

- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

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

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A

student who wishes to meet with the school counselor should contact the school counselor in her office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention and Suicide Awareness and Mental Health Support, and Child Sexual Abuse and Other Maltreatment of Children and Dating Violence.**]

COURSE CREDIT (Secondary Grade Levels Only)

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

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, ie, for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees, and state law requires the use of certain examinations, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which examinations are scheduled during the 2018–19 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers

an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

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

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family

members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault;

threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary

action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

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

DISCRIMINATION

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

DISTANCE LEARNING

All Grade Levels

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

The distance learning opportunities that the district make available to district students are the TxVSN.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TxVSN), as described below, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery. (These courses will not be calculated in GPA because they are independent study courses)

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

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

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

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

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)

School Materials

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

The BMS and BHS yearbooks are available for students to purchase.

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

Nonschool Materials

From Students

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

The principal has designated the hallway between the front office entrance and nurse's office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

(See FNG (LOCAL) for student complaint procedures.)

From Others

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

The principal has designated the hallway between the front office entrance and nurse's office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress Code

Purpose

The goal of the Bridgeport High School/Bridgeport Middle School dress code is to have a school conducive to learning, to prepare our students to enter the world of work knowing how to appropriately dress for success and to instill discipline. All students shall avoid dress and /or grooming that poses any hazard to the welfare, health, or safety of themselves or others. Articles of clothing which are distracting or disruptive to the educational atmosphere of the school are prohibited.

Dress Code Violations

Appropriate Attire

1. Undergarments must not be visible while sitting or standing.
 2. Skirts, dresses, and shorts must be mid thigh.
 3. Hats or other headgear (including hoods) shall not be worn in the buildings. Headgear will be confiscated. When confiscated, the parent/guardian must pick it up from the school.
 4. The District prohibits pictures, emblems, or writings on clothes, hair or skin that:
 - a. Are lewd, offensive, vulgar, or obscene.
 - b. Advertise or depict tobacco products, alcoholic beverages, drugs or any other substance prohibited under FNCL (L).
 - c. Refer to satanic, cult, or gang activities.
 - d. Refer to hate groups and/or hate activities.
 5. The majority of a student's hair must be a natural hair color. Colored highlights or tips are permitted:
 - a. Natural Hair Colors are considered as shades of: Brown, Blonde, Auburn Red, Black
 - b. Unnatural Hair Colors are considered as, but not limited to: Green, Blue, Candy Apple Red, Purple, Pink, Yellow and Orange
- B. Designs cut in the hair will not be permitted.
- C. Mohawks will not be permitted.

D. Male Hair: Must be clean, neatly groomed, spiked hair can't exceed one inch and must be cut in a style that does not touch the eyebrows. Hair must be neatly trimmed. Hair must not be below the bottom of the collar. Students must be clean-shaven. Sideburns may not extend lower than the bottom of the ear and must be trimmed in a straight line without flares at the bottom.

E. Female hair: must be clean, neatly groomed and worn in a style that does not cover the eyes and must remain out of the face.

6. Inappropriate tattoos must be covered at all times and at all school sponsored activities on or off campus.
7. Strapless shirts and dresses are not allowed. NO TANK TOPS OR CUTOFF SHIRTS.
8. For girls, earrings are allowed. Visible piercing other than earrings are not acceptable. Ear gauges are not allowed. Tongue, nose, eyebrow rings, spiked earrings are not allowed for females or males. Male students are not allowed to wear earrings or gauges. (Holes from gauges in ears must be covered completely.)
9. No pajama pants or bedroom slippers.
10. Holes or frays (showing skin) are not allowed above mid-thigh.
11. Excessively tight pants, jeggings, leggings, or yoga pants may be worn with a shirt, dress, or shorts that extend past the hips.
12. The principal may authorize special attire for special classes or occasions.

THE ADMINISTRATION WILL HAVE THE DISCRETION TO LIMIT ANY OTHER DRESS AND GROOMING THAT IS DEEMED INAPPROPRIATE OR DISTRACTING.

A student that is written up by a school employee for being out of dress code will be sent to the office immediately. A parent/guardian may bring a change of clothes to school if available within the class period that the student was sent to the office. If a change of clothes is not available in the time period specified, the student will be sent to SAC for the remainder of the day. After 3 times in SAC for dress code offenses, the assistant principal, parent, and student will meet. If continual dress code violations occur, a student may be referred to DAEP.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including cell/smart phones and smart watches, etc.

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

computers.

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

Mobile devices may be used before/after school, during passing periods, or during lunch

BMS and BHS maintain the following policy regarding cell phones:

- Mobile devices cannot be seen, heard, or used during class time without teacher permission.
- Cell phones must be silenced at all times during the school day.
- Unauthorized use will cause phones to be confiscated and turned into the office.
- First Offense – written warning and parent notified.
- For each subsequent offense, a fine of \$15.00 will be assessed and parent notified.
- Cell phones that are taken up during the day may not be picked up until after the school day.
- Cell phones must be left in the student's locker or left at home during STAAR/EOC testing.
- Cell phones will not be permitted in the classroom during STAAR/EOC testing.

Note: Monies for fines will go into the school activity fund.

Note: BHS/BMS are not responsible for damage to cell phones during handling.

Note: Cell phones used to take pictures or video of illegal activity such as fights, disruptive activity or any activity covered by the Student Code of Conduct, will be confiscated and may be used as evidence. The cell phone will be turned over to the proper authority to be used as evidence.

If a student chooses to bring any cell phone or other electronic device on campus, it will be his or her responsibility. The district will not be responsible for any damaged, lost, or stolen electronic device.

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

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

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

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

Possession and Use of Other Personal Electronic Devices

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

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain

circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child 'Before You Text' Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

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

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

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

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

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

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

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

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

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

[See UIL Texas for additional information on all UIL-governed activities.]

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 15 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

FEES (All Grade Levels)

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

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

because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

Field Trips

Field trips are an extension of student learning in the classroom. Trips that are considered “rewards” for being involved in a club or organization will be scheduled on the weekends. Students are permitted no more than four (4) days for field trips per year. A student may not miss more than two (2) days per semester. A field trip is any event where the student misses class time other than to perform, compete, or participate in an extracurricular activity. Examples of field trips include, but are not limited to: volunteering at Special Olympics; visiting a museum; trips to Six Flags for Math/Science days; attending conventions where the student is not competing or participating; etc.

In order for students to attend field trips on a school day they must meet the following requirements:

1. Must have passed all classes in the previous 6 weeks.
2. Must have no more than 5 tardies, excused or unexcused per semester.
3. Must have no SAC/AEP assigned during the semester of the trip.
4. Must not exceed more than 5 absences excluding extracurricular activities during the semester of the trip.
5. Must have a “Permission Form” on file in the front office.

Students disciplined for misbehavior on BHS field trips will lose field trip privileges while attending school at BHS (ex. theft, leaving without permission, use/possession of illegal substances, etc.).

Teachers/Sponsors for the field trip are responsible for checking the student information before the field trip.

Teachers must have a list of field trip participants at least one week in advance.

Flowers and Gifts

Deliveries for students and staff are allowed during the school day. BMS and BHS are not responsible for these items. The student may pick up the delivery at the end of the day. The student will be notified of the delivery, but it is their responsibility to come by at the end of the day.

Food and Drinks

Students are not allowed to have food or drinks in the classrooms. Water bottles with lids are allowed. Snacks may be eaten during passing periods in the hallways. Trash must be disposed of properly. Students are not allowed to bring any drinks into the school that are unsealed. Fountain drinks are NOT PERMITTED!!

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. All fundraisers must be approved by the superintendent (See policies FJ and GE).

GANG-FREE ZONES (All Grade Levels)

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

GENDER-BASED HARASSMENT

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

Gifted Program

Students who have been identified as gifted are served at BMS and BHS through LINC, AP, Pre-AP, advanced classes, and dual credit courses, which will include differentiated instruction for gifted students. Students who are identified as gifted will be required to take at least one AP, Pre-AP, or advanced class per year. Any gifted student who does not take at least one of these classes will be furloughed for the year. If the student chooses not to take at least one of these classes the second year, he/she will be exited from the gifted program.

GRADE CLASSIFICATION

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

Credits Earned

Classification

6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
18	Grade 12 (Senior)

(18 or expected to graduate
at the end of the year)

GRADING GUIDELINES (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (ie, letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

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

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

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

the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

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

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

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

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

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits	Number of credits
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	Foundation Graduation Program	Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	4	4
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	.5 credit in Health	.5 credit in Health
	.5 credit in Advisory	.5 credit in Advisory
Electives	8	6
TOTAL	26 credits	26 credits

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

Personal Graduation Plans

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

Please also review TEA's Graduation Toolkit

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

Available Course Options for all Graduation Programs

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

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

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

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities for BHS Students

Graduation activities may include baccalaureate, senior breakfast and graduation practice, and the graduation ceremony. Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in these activities. Students not graduating from the traditional BHS program will not be eligible for participation in graduation activities.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments may be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are in the top 10% will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering that

there are speaking roles at the graduation ceremony, the names of all eligible student who volunteered will be randomly drawn.

Graduation Expenses

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

Scholarships and Grants

- Students who have a financial need according to federal criteria and who who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the counselor for information about other scholarships and grants available to students.

Hall Passes/Hall Conduct

Students out of class will be charged with the responsibility of having a hall pass (signed by a member of the faculty or staff) in their possession. Students should move quickly and orderly to their next class. Standing or loitering in the hallway will not be tolerated. Students should obey the teacher/administrator/aide immediately and without argument when they are told to move along. Under no circumstances will verbal or physical abuse of a teacher/administrator/aide be tolerated. Once the student has obtained material for the next class, the student is expected to go inside that classroom. ***No one is allowed out of their class during the first 20 minutes of class.***

BMS

All students report to either the cafeteria (6th grade) or gym (7th and 8th grade) when they arrive at the school. Students are not to be in the hallways unless attending tutorials. All students will either be sitting at a table in the cafeteria or in the gym.

BHS

Arrival at School

All students report to their first period class when they arrive at school. Students are not to be sitting in the hallways. Students are not allowed to sit outside. Students may get a pass to the library from their 1st period teacher (if needed).

End of the Day

Students must vacate the building each day by 4:00 pm unless they are staying for a school

sponsored activity or tutorials.

Late arrival/early release

Students are not allowed to congregate in the commons area, unless attending a school supervised/sponsored activity. Students are not allowed to enter the building until five minutes after or before your assigned class. Students failing to abide by these rules will lose the privilege and be assigned to an academic class. Late arrival and early release are not available for students who have not met state assessment/EOC requirements or students who lack required courses for graduation.

After hours

Students entering the building without permission/unsupervised, through locked or unlocked doors, will be subject to disciplinary actions and/or police involvement. (Possible DAEP placement for violators)

HARASSMENT

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

HAZING (All Grade Levels)

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

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics.
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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

[See **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

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

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

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

- What are the symptoms?

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

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Department of State Health Services.

* Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccination at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunizations** for more information.]

Food Allergies (All Grade Levels)

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

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

[See policy FFAF and **Celebrations**.]

Head Lice (All Grade Levels)

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

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

Physical Activity Requirements

In accordance with policies at EHAB, EHAC, EHBG, [and FFA], the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the Assistant Superintendent of Curriculum and Instruction.

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

[See policies at BDF and EHAA. See **Human Sexuality Instruction** for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

BISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Assistant Superintendent of Curriculum and Instruction with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, contact Shelly Laaser at 940) 683-5124. [See policies at CO and FFA.]

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

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

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

Asbestos Management Plan (All Grade Levels)

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

at (940) 683-5124.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Kurt Kronenburger, the district's IPM coordinator, at (940) 683-5124.

HOMELESS STUDENTS (All Grade Levels)

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

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Patricia Hernandez, at (940) 683-5124.

HOMEWORK (All Grade Levels)

On a daily basis teachers may assign homework. Students are expected to keep up with all work assigned. It is the student's responsibility to turn in completed homework. If a student does not complete their homework, a parent will be notified by the classroom teacher by phone call or e-mail. Continual failure to complete assignments will result in a parent/student/teacher face-to-face conference.

Make-up work

Students shall be expected to make up assignments and tests after absences. Students shall be permitted to take tests administered in any class missed because of absences. For a missed class, the teacher may assign the student make-up work based on the instructional objectives or requirements for the subject or course and the needs of the individual student in mastering essential knowledge and skills. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to the students. The District shall not impose a grade penalty for make-up after an absence because of suspension.

ILLNESS

[See **Student Illness** under **Health-Related Matters**.]

IMMUNIZATION (All Grade Levels)

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

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

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

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

[For further information, see policy FFAB(LEGAL) and the TDSHS website: Texas School & Child Care Facility Immunization Requirement.]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

- The principal will verify and record the identity of the officer or other authority and ask

for an explanation of the need to question or interview the student at school.

- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony

offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).

LEAVING CAMPUS (All Grade Levels)

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

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

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

by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Bridgeport Middle School is a closed campus. This means students are not allowed to leave campus without permission. This also means that visitors are not allowed to come onto campus without permission by the principal or assistant principal.

Students ordering food to be delivered at lunch is not allowed. A parent may only bring lunch for their child, not other BMS students.

BHS is a closed campus and no students are allowed to leave during lunch without a parent. A legal guardian or parent is the only person allowed to check out a student for lunch. If a parent brings food, to their child, it will be put on a table in the front office for a student to pick up during their lunchtime.

At Any Other Time During the School Day

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

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

LOST AND FOUND (All Grade Levels)

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

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead

of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See also **Attendance for Credit or Final Grade.**]

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

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

DAEP Makeup Work

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-school Suspension (ISS) Makeup Work (All Grade Levels)

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

MEDICINE AT SCHOOL

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

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

Only authorized employees, in accordance with policy FFAC, may administer:

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

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

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

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

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

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Bridgeport ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Adam Hile, 2107 15th Street, Bridgeport, TX. (940) 683-5124
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Cindy Peavey, 2107 15th Street, Bridgeport, TX. (940) 683-5124
- All other concerns regarding discrimination: See the superintendent, 2107 15th Street, Bridgeport, TX. (940) 683-5124

[See policies FB, FFH, and GKD.]

NONTRADITIONAL ACADEMIC PROGRAMS (All Grade Levels)

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers.**]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council.**]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics' Participation (Secondary Grade Levels Only)

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

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

SPINAL SCREENING PROGRAM

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physicians. Screening can detect scoliosis at an

early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All Students who met the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA (LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the US and Texas Flags.**]

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

[See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and

social studies.

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

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

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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

[See **Standardized Testing.**]

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

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

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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

see the counselor and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans**.

High School Grade Levels

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

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

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

Prom

Prom is a privilege earned by students and not a right. A student may not be permitted to attend prom based on discipline issues or extenuating circumstances. Tickets for prom will be sold once the venue has been decided on and the budget has been set. Tickets for prom are usually \$100 (but could be more or less depending on the cost of the venue.) This money is separate from “senior class dues.” The only students responsible for purchasing a prom ticket are the students that will be attending prom. Mrs. Patty Reyes (principal's secretary) will take and provide a receipt for the money collected from each student. Once the prom ticket is purchased, the money is non-refundable. Juniors may attend prom by purchasing a ticket. ***Beginning 2015 – 2016 BHS Prom will be closed and only Bridgeport High School juniors and seniors will be permitted to attend prom. Classification will be determined by Bridgeport High School (traditional campus) administration (based on courses completed by the current semester).*** Students assigned to DAEP (Alternative School), at the time of prom, will not be allowed to attend prom.

RELEASE OF STUDENTS FROM SCHOOL

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

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of an extenuating circumstance, a student will not regularly be released before the end of the school day. If a parent fails to give the student a note before school, the parent may bring a note to the attendance office or may come sign out the student in person. **We will no longer release students with just a phone call. We must see the parent or have something in writing.**

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. [See **Leaving Campus**]

For the student's safety, a student will not be released to anyone except those listed during the enrollment fair.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

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

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

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

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within ___ days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgement instead.

RETALIATION

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

SAFETY (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students

is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

The district will rely on contact information, on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways: Official BISD social media, automated call out system, and local television stations.

(See Communications-Automated, Emergency for more information)

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing**.]

SCHEDULE CHANGES

The BMS/BHS schedule is designed based on course requests and student enrollment numbers. Students will not be permitted to “drop” or “change” elective classes after two weeks at the beginning of each semester.

In order to drop a core course or request a teacher change, the parent/guardian of the student wishing to change must first meet with the teacher and the counselor. If the course change or teacher change can be made without causing the class numbers to be unbalanced, then the counselor can make the decision to allow the student to change the course and/or teacher. If the change will cause the class numbers to be unbalanced, then the student can be placed on a “waiting list.”

The principal does have discretion to make course changes for a student that is causing discipline problems, having difficulty with a student in the classroom, or any other reason the principal may find necessary.

A student may drop a Pre-AP, AP and Honors course to get in to a regular course with parent permission. This may be done at the beginning of any six weeks. A student may move from a regular course to a Pre-AP, AP and Honors course only at the beginning of each semester.

Every class change creates grade book changes, attendance changes, and paperwork changes. Please limit class schedule changes to a minimum. The counselors try to accommodate the student's requests, but unfortunately it is not always possible to get the schedule that is requested.

At the beginning of each semester, the counselors may have to do schedule changes that were not requested in order to balance classes or create a new section of courses.

A student may be assigned a class as an elective course to receive accelerated instruction in response to an observed academic need such as failing the previous year's STAAR/EOC test.

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day.

SCHOOL FACILITIES

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

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

BMS

The following areas are open to students before school, beginning at 7:15 am

- Cafeteria at 7:15 am for breakfast
- Old Gym
- Band hall for band students and drill team
- Classrooms will be open at 7:30 am for students.

BHS

The following areas are open to students before school, beginning at 7:15 am

- Commons Area
- Library for tutorials, study hall, or checking out books (pass required)
- Band hall and classrooms 7:30 am

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus by 4:00.

After hours

Students entering the building without permission/unsupervised, through locked or unlocked doors, will be subject to disciplinary actions and/or police involvement. (Possible DAEP placement for violators)

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to

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

Use of Hallways During Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the student's eligibility for free and reduced price meals or free milk. See the campus registrar to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to 3 days, and the district will present the parent with a schedule of repayment for any outstanding balance, if the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- Beginning at 7:30- am until 8:00 am
- After school until 4:00 pm

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

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

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

SEARCHES

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

Students' Desks and Lockers (All Grade Levels)

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

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

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

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

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

Vehicles on Campus

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

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

Trained Dogs (All Grade Levels)

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

Metal Detectors (All Grade Levels)

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

Drug-Testing (Secondary Grade Levels Only)

[For further information, see policy FNF(LOCAL). Also see **Steroids**.]

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Patricia Hernandez at (940) 683-5124.

STANDARDIZED TESTING

Secondary Grade Levels

PSAT

In the Fall of each year, the PSAT 8/9 will be administered to all 8th graders. The PSAT/NMSQT will be administered to all students grades 9 – 11.

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

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

information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP) [See **Promotion and Retention** for additional information.]

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

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

High School Courses—End-of-Course (EOC) Assessments

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

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

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

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

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** for additional information.]

STEROIDS (Secondary Grade Levels Only)

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

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

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Patricia Hernandez, who has been designated as the district's foster care liaison, at (940) 683-5124 with any questions.

[See Students in the Conservatorship of the State for more information]

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce the following school events. If a

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

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

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

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

SUICIDE AWARENESS (All Grade Levels)

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

You may also contact the National Suicide Prevention Lifeline at 1-800-273- 8255.

TARDIES (All Grade Levels)

When the tardy bell rings, the teacher is to shut the door and send any late students not in the room to the tardy station. The students will get a tardy pass and go back to class.

BMS

When the tardy bell rings, the teacher is to shut the door and send any late students not in the room to the tardy station. The students will get a tardy pass and go back to class. Students will be disciplined upon receiving their 5th tardy in one semester and each time thereafter. On a student's 5th tardy, the student will be assigned detention, and continue to receive detention for each additional tardy. Excessive detention placements for tardies will result in a meeting to determine disciplinary consequences including assignment to ISS, Saturday School, or DAEP placement. Bridgeport Middle School actively implements procedures to assist students to be in class on time by keeping hallways organized by grade-level and playing music during passing periods (when the music stops, they have one minute before the tardy bell).

BHS

Tardies are cumulative for all classes (ie, one tardy in 1st period, one tardy in 3rd period, one tardy in 4th period equals three tardies). Students will be disciplined upon receiving their 5th tardy in one semester and each time thereafter. On a student's 5th tardy, the student will be assigned Detention Hall (during iBreak). Failure to attend the assigned detention will be subject to further

disciplinary procedures. Subsequent tardies will result in additional consequences.

Students will receive 1 hr of SS (Saturday School) after 11 tardies, 2 hrs of SS after 12 tardies, 3 hrs of SS after 13 tardies, 4 hrs of SS after 14 tardies and 2 days of SS after 15 tardies (3 consecutive days of SAC if don't attend SS), additional tardies will result in a meeting to determine disciplinary consequences including assignment to SAC or DAEP placement.

Bridgeport High School actively implements procedures to assist students to be in class on time by keeping hallways organized and by keeping students moving from class to class.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS (All Grade Levels)

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

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education Services or Section 504** for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers

must unload passengers only at authorized stops.

The district has identified the following areas where hazardous conditions exist for students who live within two miles from the campus: All areas in the BISD that require students to cross railroad tracks.

Because students in these areas might encounter hazardous conditions when traveling to and from school independently, the district will provide transportation to these students. Please contact Steve Sturdivant for additional information.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Bridgeport ISD Transportation Department at (940) 683-5877.

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

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

VANDALISM (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging

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

VIDEO CAMERAS (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

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

Upon request of a parent who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of the equipment.

[See EHBAF (LOCAL).]

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification (a valid driver license).

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Unauthorized Persons

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

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

or ejection.

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

[See also Student Code of Conduct)

Visitors Participating in Special Programs for Students

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

Business, Civic, and Youth Programs

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

Career Day

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

VOLUNTEERS (All Grade Levels)

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

VOTER REGISTRATION (Secondary Grade Levels Only)

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

WITHDRAWING FROM SCHOOL (All Grade Levels)

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

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

Glossary

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

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

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

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

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

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the Every Student Succeeds Act passed by the federal government in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or

support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

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

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

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to

take the tests if necessary for promotion or graduation.

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

TAC stands for the Texas Administrative Code.

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

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

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

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

APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/1258?filter=FFI>. Below is the text of Bridgeport ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI(LOCAL)

Adopted on 2/20/12

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

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

3. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
4. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

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

EXAMPLES

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURES

STUDENT REPORT

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

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

REPORT FORMAT

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

PROHIBITED CONDUCT

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

INVESTIGATION OF REPORT

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

CONCLUDING THE INVESTIGATION

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

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

NOTICE TO PARENTS

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

DISTRICT ACTION

BULLYING

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

DISCIPLINE

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

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

CORRECTIVE ACTION

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

TRANSFERS

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

COUNSELING

The principal or designee shall notify the victim, the student who engaged in bullying, and any

students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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

ACCESS TO POLICY AND PROCEDURES

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

