

# BRADY MIDDLE SCHOOL

## 2023 - 2024

# STUDENT HANDBOOK



REVIEWED BY THE BRADY ISD BOARD OF TRUSTEES

August 2022

## **BRADY MIDDLE SCHOOL OFFICE STAFF**

Terry Cantwell .....Principal  
Jaron Roberts .....Dean of Students  
Mindy Lay..... Counselor  
Liz Lozano .....PEIMS  
Stefanie Farris.....Nurse  
Dianne Hardman .....Secretary/Attendance

### **Brady Middle School Song**

Hail Alma Mater,  
Hats off to you.  
Ever you'll find us  
Loyal and true.  
Firm and undaunted  
Always we'll be  
Hail Brady Middle School  
Here's a toast to thee.

### **Pledge of Allegiance**

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

### **Pledge to the Texas Flag**

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

### **School Colors**

BLACK AND GOLD

### **School Mascot**

BULLDOG

**BRADY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES**

- Reed Williams.....President
- Colby Huffman .....1<sup>st</sup> Vice-President
- Connie Locklear .....Secretary
- Channing Booker .....Member
- Cayce Raybion .....Member
- Eric Bierman .....Member
- Will Enger .....Member

**BRADY INDEPENDENT SCHOOL DISTRICT ADMINISTRATION**

- Hector Martinez .....Superintendent
- Richard Sweaney.....Assistant Superintendent
- Sonia Cain .....Special Education Director
- Mike Hagan.....Transportation Director
- Roy Smith .....Maintenance Director
- Barbara Landry .....Business Manager
- Lori Holubec .....High School Principal
- Terry Cantwell .....Middle School Principal
- Christy Finn .....Elementary Principal
- Shay Easterwood.....Athletic Director

**BRADY MIDDLE SCHOOL**  
**“STRIVING FOR EXCELLENCE”**



2309 MENARD HWY  
BRADY, TEXAS 76825  
TELEPHONE: (325) 597-8110

**STAFF MEMBERS**

Terry Cantwell .....Principal  
Jaron Roberts .....Dean of Students  
Mindy Lay.....Counselor  
Liz Lozano .....PEIMS

Benjamin Bruneau.....Band  
Lane Barrett.....Band  
  
Micki Templeton .....PE/Coach

Dianne Hardman .....Secretary/Attend  
Stefanie Farris.....Nurse  
Mauri Blankenship.....6<sup>th</sup> Math/Interventionist  
Vonda Boswell.....7<sup>th</sup> Math  
Stormy Lawrence.....8<sup>th</sup> Math  
Travis Pape.....6<sup>th</sup> History/Coach  
Anthony Thomas.....7<sup>th</sup> History/Coach  
Katie Vernon.....8<sup>th</sup> History  
Jennifer Tarr .....6<sup>th</sup> ELAR/Dyslexia  
LaSonia Jones .....7<sup>th</sup> ELAR  
Stefanie McKay.....8<sup>th</sup> ELAR/Dyslexia  
Sue Ellen Young.....6<sup>th</sup> Science  
Westin Wilhelm .....7<sup>th</sup> Science/BMS SPED/Coach  
Emily Delafuente.....8<sup>th</sup> Science/Coach/Dyslexia  
Stephanie Powell.....6-8 Life Skills  
Helena Rice .....Art/Journalism  
Mikaela Hudson .....STEM

Brooke Craighead.....Library Aide  
Chelsea Thurman.....ISS Aide  
Julissa Bucholz.....Computer/Aide  
Kelsey Jordan..... Inclusion Aide  
Rose Botello .....Inclusion Aide  
Michelle Covey.....Life Skills Aide  
  
Maria Laureles.....Parent Liaison

# REQUIRED FORMS

## Acknowledgment Form

My child and I have received a copy of the Brady Middle School Student Handbook Student Handbook for the 2023-2024 school year. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook, I should direct those questions to the principal at (325)597-8110.

Printed name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

**Notice Regarding Directory Information and  
Parent's Response Regarding Release of Student Information**

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Brady ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by Friday, September 4, 2020.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. [See **Directory Information** on page 25 for more information.]

Brady ISD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

**Parent: Please circle one of the choices below:**

I, parent of \_\_\_\_\_ (student's name), **(do give)** **(do not give)** the district permission to release the information in this list in response to a request.

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Giving permission allows your student's picture and good news to be put in the yearbook and local newspaper. We do not give your personal information out at BMS.**

## Consent/Opt-Out Form

Dear Parent:

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

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

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

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## PREFACE

To Students and Parents:

Welcome to school year 2023-2024! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

**Section I—PARENTAL RIGHTS AND RESPONSIBILITIES**—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

**Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**—organized alphabetically by topic for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Brady ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found in your students first day packet that will be sent home in the first week of school.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

The Student Handbook is **a general reference guide only and is** designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that **it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.**

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

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

Also, please complete and return to your child's campus the following required forms included in this handbook:

1. Parental Acknowledgment Form.
2. Student Directory Information and Release of Student Information Form.
3. Consent/Opt-Out Form.

[See **Consent, Opt Out, and Refusal Rights** on page 18 and **Directory Information** on page 24 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the school office or online at [www.bradyisd.org](http://www.bradyisd.org).

### **Accessibility**

If you have difficulty accessing the information in this document because of disability, please contact the Brady ISD Administration Office at 325-597-2301.

## SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Brady Middle School Student Handbook includes information on topics of particular interest to you as a parent.

### PARENTAL INVOLVEMENT

#### Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 40 and **Academic Programs** on page 34.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (325)597-8110 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 64.]
- Becoming a school volunteer. [For further information, see policies at GKG and contact Lori Holubec, Principal, Brady Middle School, 325-597-8110 or lholubec@bradyisd.org.
- Participating in campus parent organizations. Parent organizations include: PATS (Parents Assisting Teachers and Students).
- 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 Lori Holubec, Principal, Brady Middle School, 325-597-8110 or lholubec@bradyisd.org.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 59.]

- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of the month at 6:00 p.m. at 1003 W. 11<sup>th</sup> Street. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Brady ISD Administration Office and online at [www.bradyisd.org](http://www.bradyisd.org). [See policies at BE and BED for more information.]

### **Parent Involvement Coordinator**

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Richard Sweaney and may be contacted at 325-597-2301.

## **PARENTAL RIGHTS**

### **Consent, opt Out, and Refusal Rights**

#### **Consent to Conduct a Psychological Evaluation**

Unless required under state and federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent. An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

#### ***Consent to Human Sexuality Instruction***

##### **Annual Notification**

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

*[Include detailed description of the content of the human sexuality instruction and a general schedule on which the instruction will be provided here.]* For further information, see the district's human sexuality instruction website at *[insert URL here.]*

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 41 and FNG(LOCAL).

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;

- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 20.]

### Consent Before Human Sexuality Instruction

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

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

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

### **Consent to Provide a Mental-Health Care Service**

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The campus counselor will notify the student's parent within a reasonable amount of time after learning that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options. For accurate assessment of mental health concerns, the counselor will determine the level of risk, contact the administration, and determine whether further assessment is needed. The BMS Counselor, Mindy Lay may be reached at 325-597-8110 or [mLAY@bradyisd.org](mailto:mLAY@bradyisd.org). She can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 55.

### **Consent to Display a Student's Artwork and Projects**

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special

projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, in printed material, by video, or by any other method of mass communication.

### **Consent to Receive Parenting and Paternity Awareness Instruction**

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

### **Consent to Video or Audio Record a Student when Not Already Permitted by Law**

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law. [See **Video Camera** on page 75 for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

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

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet. A signed statement must be provided each year.

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

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

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

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

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include the student's parent as a recipient on all text messages. An employee described above may also contact a parent individually through electronic media to communicate about items such as homework or upcoming tests.

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

## **Objecting to the Release of Directory Information**

The law permits the district to disclose appropriately designated "directory information" from a student's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Examples include:

- a student's photograph for the yearbook;
- name and grade level;
- name, weight, and height of an athlete;
- a list of student birthdays;
- a student's name and photograph for a district-approved and managed social media platform; and
- the names and grade levels of students submitted by the district to the newspaper

This "directory information" will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" on the back of the student's enrollment card, which is handed out the first day of school in their forms packet.]

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

The Protection of Pupil Rights Amendment provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

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

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

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

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

- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

As a parent, you may inspect a) protected information surveys of students and surveys created by a third party; b) instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and c) instructional material used as part of the educational curriculum. The ED provides extensive information about the Protection of Pupil Rights Amendment, including a PPRA Complaint Form.

### **Consent to Human Sexuality Instruction**

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.

- Remove his or her child from such instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district’s SHAC or attending SHAC meetings.
- Use the district’s grievance procedure concerning a complaint.

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

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

### **Consent to Human Sexuality Instruction**

Before a student receives human sexuality instruction, the district must obtain written consent from the parent at least 14 days before the instruction.

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

The BMS Counselor will teach the *Choosing the Best* abstinence curriculum to Brady Middle School students. *Choosing the Best* is taught during regular P.E. or Athletics classes. The curriculum focuses on promoting holistic “sexual risk avoidance” as the best and healthiest choice, while teaching students about goal-setting, decision making, healthy relationships, refusal skills, and character building. Choosing the best also educates students about the benefits and limitations of contraception, but always in the context of promoting sexual delay as the healthiest choice.

### **Excusing a Student from Reciting a Portion of the Declaration of Independence**

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

## **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags**

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

## **Religious or Moral Beliefs**

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

## **Tutoring or Test Preparation**

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

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

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. Brady Middle School offers an activity period and remediation classes to students for supplemental reading and math instruction that are part of the regularly scheduled day. After school tutorials occur in the spring semester to provide support for those who may need help to pass the standardized tests. Brady ISD must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered. Under state law, students with grades below 70 for a reporting period are required to attend tutorial services – if the district offers these services.

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

### **Reviewing 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.

[Also see **Consent to Human Sexuality Instruction** on page 22 for additional information.]

### **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**

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

### **Student Records**

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to an eligible student or a student's parent, unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that, 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.

District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a person appointed to serve on a school committee to support the district's safe and supportive school program; a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties.

"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; or investigating or evaluating programs.

- Various governmental agencies, including juvenile service providers.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- Organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- Appropriate officials in connection with a health or safety emergency.

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

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. You may contact the custodian of records for students who have withdrawn or graduated at: 1003 W. 11<sup>th</sup> Street, Brady, TX 76825.

You may contact the custodian of records for currently enrolled students at: 2309 Menard Hwy., Brady, TX 76825.

A parent (or eligible student) may inspect the student's records and request a correction 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 principal. 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 is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, the board of trustees determines that, 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** on page 64, and Student or Parent **Complaints and Concerns** on page 39 for an overview of the process.]

The district's policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at <http://www.bradyisd.org>.

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.

**Please note:**

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

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

### ***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 counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

[See **Student Records** on page 23.]

### **Requesting Professional Qualifications of Teachers and Staff**

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

### **Accommodations for 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 related to leave or deployment activities may be excused by the district. The district will permit no more than 5 excused absences per year for this purpose.

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

## **Parental Role in Certain Classroom and School Assignments**

### ***Requesting Classroom Assignment for Multiple Birth Siblings***

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

### ***School Safety Transfers***

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the principal to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the principal for information. [See policy FDB.]

[See **Bullying** on page 34, and policy FFI (LOCAL).]

Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is **not** provided in this circumstance.

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]
- To request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

## **Parents of Students with Disabilities**

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. [See policy FDB (LOCAL).]

### ***Request for the Use of a Service Animal***

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

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

A student in the conservatorship of the state who enrolls in the district after the beginning of the school year will be allowed opportunities for credit. The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district. The district will award partial course credit when the student only passes one half of a two-half course. A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries – or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries – is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade at that particular school. ESSA provisions require that transportation procedures will be implemented to allow a child in foster care to remain in the school of origin, unless it is not in the student's best interest. [See CNA(LEGAL).]

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

A student who is homeless will be provided flexibility regarding certain district provisions, including proof of residency requirements, immunization requirements, educational program placement, credit-by-examination opportunities at any point during the year, per SBOE rules, assessment of available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district, awarding partial credit when a student passes only one half of a two-half course, eligibility requirements for participation in extracurricular activities, and graduation requirements. Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing. [See **Students who are Homeless** on page 72.]

### ***Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education or Section 504 Services***

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

If a student is experiencing learning difficulties, the 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 referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

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

## **Special Education Referrals**

If a parent makes a written request for an initial evaluation for special education services, the district must respond no later than 15 school days after receiving the request. A request for an evaluation may be made verbally; however, a verbal request does not require the district to respond within the 15 school-day timeline. At that time, the district must give the parent prior written notice of whether it agrees or 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.

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

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

Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

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

- Texas Project First, at <http://www.texasprojectfirst.org/>
- Legal Framework for the Child-Centered Special Education Process, at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>
- Special Education Information Center, at <http://www.spedtex.org/>
- Partners Resource Network, at <http://www.partnerstx.org/howPRNhelps.html>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Sonia Cain at 325-597-2558.

## **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. The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Brandi Easterwood at 325-597-8110.

### ***Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students 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.

### **Parents of 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.

### **A Student with Physical or Mental Impairments Protected under Section 504**

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

## **SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the 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. Should you be unable to find the information on a particular topic, please contact Lori Holubec at 325-597-8110.

### **ABSENCES/ATTENDANCE**

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

#### **Compulsory Attendance**

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.

A student in grades 3–8 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 applicable subject area.

### **Compulsory Attendance- Exemptions**

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;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student’s attendance infeasible, with certification from a physician; and
- For students in the 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.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

### **Compulsory Attendance - Failure to Comply**

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 or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student’s individualized education program or Section 504 plan, as appropriate.

### ***Ages 6-18***

When a student ages 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent. The notice will: remind the parent of his or her duty to monitor the student’s attendance and require the student to attend school; request a conference between school administrators and the parent; and inform the parent that the district

will initiate truancy prevention measures, including a behavior management plan, school based community service, referrals to counseling or other social services, or other appropriate measures. The truancy prevention facilitator for the campus is Amy Wilson.

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

- Is absent from school on eight or more days or parts of days within a six-month period in the same school year, or
- Is absent more than eight days in a semester.

For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school.

If a student between the ages of 12 and 18 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

If the student is age 18 or older, the student, but not the student's parents, would be subject to penalties as a result of the student's violation of state compulsory attendance law.

[See policy FEA (LEGAL) or **Truancy** on page 74.]

### **Attendance for Credit**

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

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

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Compulsory Attendance - Exemptions** (page 30) will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.

- Absences incurred due to the student’s participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

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

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day at 9:00 a.m. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below.

### **Documentation after an Absence**

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

When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent within 2 school days of the absence that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted.

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. **Excessive absences will be determined excused or unexcused by the campus administration.**

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

Upon return to school, a student absent for more than 2 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 within 2 school days of the absence to be excused. If an unexcused absence is given due to a note not being returned, the student will

receive an after school detention. \*\*\*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. [See policy FEC (LOCAL).]

### ***Certification of Absence Due to Severe Illness or Treatment***

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

## **ACADEMIC PROGRAMS**

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 40 of this handbook and policies at EIF.]

## **Accountability under State and Federal Law**

Brady ISD and each of its campuses are held to certain standards of accountability. Certain reports, such as the Texas Academic Performance Report, a School Report Card, the district's financial management report, and TEA information can be found at [www.bradyisd.org](http://www.bradyisd.org).

## **Awards and Honors**

For 8th grade students and parents, a program is held at the conclusion of the year to recognize the 8th graders. Special awards are presented to students for accomplishments including the top ten ranking students in the class. Sixth and seventh graders will not be dismissed to attend unless they have a brother or sister in the graduating class being honored. The 6<sup>th</sup> & 7<sup>th</sup> graders have an awards program to acknowledge their academic achievement in May that also includes recognizing the top ten ranking students in each class. Perfect attendance and honor roll is also acknowledged at the end of each six weeks.

## **BULLYING**

Bullying is defined in state law as a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in REASONABLE fear of physical harm or of damage to the student's property, or

- Is so severe, persistent and pervasive that it creates an intimidating, threatening, or abusive educational environment.

**This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.**

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, and ostracism. In some cases, bullying can occur through electronic methods, called “cyberbullying”.

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, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. Procedures for reporting allegations of bullying may be found on the district’s website.

A student may anonymously report an alleged incident of bullying by submitting a report at <https://appweb.stopitsolutions.com/login>. The administration will investigate any allegations of bullying and or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the 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.**

The principal 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 board may also transfer the student 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 his or her child be transferred to another classroom or campus within the district.

[Also see **School Safety Transfers** on page 27, **Hazing** on page 53, and policy FFI (LOCAL).]

A copy of the district’s policy is available in the principal’s office, superintendent’s office, in Appendix A on page 77, and on the district’s website.

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

## **CELEBRATIONS**

Although parents and grandparents may provide food to their students for a school-designated function or for a student’s birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any allergies with the school prior to bringing it. When bringing your child food for lunch, the students must either keep it to themselves or share it with just a select group of friends.

## **CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN**

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at <http://www.bradyisd.org>. Trafficking includes both sex and labor trafficking. 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.

### **Warning Signs of Sexual Abuse**

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. 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.

### **Warning Signs of Trafficking**

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;

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

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

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

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. 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.

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

[http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. The following Web sites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>

<https://kidshealth.org/en/parents/child-abuse.html>

<http://taasa.org/resources/>

<https://childwelfare.gov/topics/preventing>

<https://childwelfare.gov/topics/preventing/prevention-programs/sexualabuse/>

<http://taasa.org/product/child-sexual-abuse-parental-guide/>

<https://www.dfps.state.tx.us/Training/Reporting/default.asp>

<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking>

Reports may be made to:

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

## **CLASS RANK / HIGHEST RANKING STUDENT**

To be considered for the top ten in the 6-8 grades, a student must have attended Brady Middle School from August 16, 2023 to May 30, 2024. Honors shall be based on grades made through the first three weeks of the last six-week grading period. The top ten will be recognized in the 6-8 grades.

[For further information, see policies at EIC.]

## **College and University Admissions and Financial Aid**

The Brady ISD District Improvement Plan addresses how the district will provide information about college and university admissions and financial aid to students and parents at all grade levels. Please see [www.bradyisd.org](http://www.bradyisd.org) for more information.

## **CLASS SCHEDULES**

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

## **COMMUNICATIONS**

### **Parent Contact Information**

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district. If the information changes during the year, the parent must update the information in writing no more than two weeks after the information change by contacting the BMS Front Office.

### **Automated Emergency Communications**

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

[See **Safety** on page 65 for information regarding contact with parents during an emergency situation.]

### **Nonemergency**

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes. The school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so

prompt notification of any change in contact information will be crucial. Standard messaging rates of your wireless phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 65 for information regarding contact with parents during an emergency.]

## **COMPLAINTS AND CONCERNS**

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

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

## **CONDUCT**

### **Applicability of School Rules**

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and 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.

### **Campus Behavior Coordinator**

By law, each campus has a campus behavior coordinator to apply discipline management techniques, administer consequences for certain student misconduct, and provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website.

### **Deliveries**

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

### **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. If attending a high school event during the school day, the student must be related to a participant in order to receive an excused absence.

### **COUNSELING**

The district has a comprehensive school counseling program that includes:

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

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

### **Academic Counseling**

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements. In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

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

### **Personal Counseling**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. If your child has experienced trauma, contact the school counselor for more information. A student who wishes to meet with the counselor should contact Mindy Lay, 325-597-8110 or [mlay@bradyisd.org](mailto:mlay@bradyisd.org) [See **Mental Health Support** on page 55, and **Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence** on page 35.]

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

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

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

### **COURSE CREDIT**

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.)

### **CREDIT BY EXAM—If a Student Has Taken the Course**

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination 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 attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

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

## **CREDIT BY EXAM—If a Student Has Not Taken the Course**

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2023-2024 school year include:

Dates Scheduled:

June 4, 2024

June 5, 2024

June 6, 2024

June 7, 2024

A student will earn course credit with a passing score of at least 80 on the exam. A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC (LOCAL).]

## **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office. [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 or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

### **Discrimination**

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

### **Harassment**

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

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

### **Sexual Harassment and Gender-Based Harassment**

Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; 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.

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

### **Reporting Procedures**

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

### **Investigation of Report**

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

During an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted.

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

A student or parent dissatisfied with the investigation's outcome may appeal in accordance with policy FNG (LOCAL).

## **DISCRIMINATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 40.]

## **DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR DOCUMENTS**

### **School Materials**

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

The school yearbook is available to students.

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

[See **Directory Information** for School-Sponsored Purposes on page 24.]

## **Non-school Materials**

### ***From Students***

Students must obtain prior approval from the principal before posting, circulating, or distributing more than ten copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any 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 front office as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

## **Non-school Materials**

### ***From Others***

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

Prior review will not be required for:

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

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

## DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. While we respect students' desire to express themselves in their clothing and grooming styles, we do not permit students to wear clothing with pictures, emblems, or writing that is lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school. The principal and assistant principal make decisions about dress and grooming violations.

1. Shorts (for both boys and girls), skirts, or dresses must be no more than three inches above the knee.
2. Casual apparel such as tank tops, tube tops, spaghetti straps, or sleeveless tops with large armholes, halter tops, low cut or revealing tops are not permitted. See through shirts must have a tank top worn under them at all times. Sleeveless clothing must be at least three inches in width from the neck to the top of the shoulder and must cover the shoulder for girls. Sleeveless clothing is not allowed for boys. Boys' shirts must have a sleeve. Shirts like underwear, muscle shirts, or half shirts will not be allowed.
3. Untucked shirts or blouses must extend below the top of the pant line. No skin or underclothing shall be exposed standing or sitting as a result of the shirt, blouse, or pants worn. Tying a shirt around your waist to cover up a short shirt is not acceptable. The main shirt must be long enough.
4. Students must wear appropriate shoes in all school buildings and at all school functions.
5. Basic underclothing must be worn.
6. Hairstyles for all students must be groomed and out of the face and eyes. Sideburns may extend only to the bottom of the ear. Lines or designs in the hair are prohibited. Fad haircuts or extreme hairstyles that distract others are unacceptable; hair color must be a natural human hair color. The administration has the authority to determine any appropriateness of hair style of students.
7. Facial hair is not permitted for any elementary or middle school student, including goatees, mustaches, beards, etc. Facial hair is permitted for high school students, but it must be well groomed. The administration has the authority to determine any appropriateness of facial hair of students.
8. Hats, caps or sunglasses will not be worn in the building. Bills of the caps are to be worn forward. **Exception:** Caps may be worn in the gymnasium during after-school athletic events only. An administrator must approve any other exceptions to this rule.
9. Headbands, bandanas, doo rags, and gang related apparel will not be worn on campus or school sponsored events at any time.

10. Male students are prohibited from wearing earrings. Any jewelry or ornaments that require piercing other than that worn in the ear by females are prohibited. Gauges are not permitted.
11. Wallet chains or extremely large necklaces will not be allowed to be worn to school.
12. Clothing will be neat and clean. All oversized and undersized clothing shall not be worn to school. Pants will be worn in a manner that does not expose the body or undergarments.
13. Tight fitting pants (e.g. tights, bicycle pants, spandex, wind shorts, yoga pants) are prohibited. Tights may only be worn under a dress or shirt that is three inches above the knee.
14. Items of apparel that are considered extreme in dress (including clothing that has holes, torn, cut, frayed, ragged, patched, patches or displaying the body) or that advertise illegal substances, alcohol, tobacco products, slogan shirts, shirts with double meanings or that could be associated with gang activities will not be worn.
15. Frays and scruffs may be worn on all bottoms, pants, jeans, capris, or shorts at any level according to definitions. Holes three inches above the knee require a fabric underneath that does not expose skin or the appearance of skin. Holes must not be along the inseam, on the backside of the garment, larger than a three-inch vertical opening, repetitive, or extreme in nature.
16. Cheerleaders will not wear their uniforms to school. They will be allowed time to change into their uniforms before pep rally time. Sponsors will be responsible for compliance.
17. All tattoos must be covered at all times during school and at all school activities/events.
18. Dress and grooming for extra-curricular activities may exceed the requirements of the regular dress and grooming code. These requirements will be at the discretion of the coach or sponsor of those events.

The administration has the authority to determine any inappropriateness of dress of students. In so doing, it will issue that just, sound, and consistent action on these students.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to quickly correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time. Students who require haircuts will receive notice prior to disciplinary consequences. Repeated offenses will result in more serious disciplinary action in accordance with the Student Code of Conduct.

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

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

For safety purposes, the district permits students to possess personal mobile telephones and/or smart-watches; however, these devices must remain turned off during the instructional day and must be placed in either their backpack or locker at all times, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices on campus such as laptops, tablets, or other portable computers.

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

If a student's telecommunications device is not off and in their backpack or locker 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** on page 69 and policy FNF.]

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

### **Possession and Use of Other Personal Electronic Devices**

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 67 and policy FNF.]

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

### **Instructional Use of Personal Telecommunications and Other Electronic Devices**

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

## **Acceptable Use of District Technology Resources**

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 in accordance with the Student Code of Conduct, may be required to complete an educational program related to the type of behavior, and, in certain circumstances, 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 <http://beforeyoutext.com> 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.

## **ENGLISH LEARNERS**

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

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services. If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

## EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; 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](mailto:curriculum@tea.texas.gov).

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or a 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.
- If a student is enrolled in a state-approved course that requires demonstration of mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate so long as the general public is invited.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed ten extracurricular absences not related to post-district competition, five absences for post-district competition prior to state, and two absences for state competition. Additional absences, to a maximum of five, shall be permitted when a student has a grade point average of at least 85 in the courses or subjects to be missed based on the previous three week grade check. 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 local policy will apply in addition to any consequences specified by the organization’s standards of behavior.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Noncurriculum-Related Groups** on page 68.]

## Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers, such as Student Council.

## FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- 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** on page 73.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses

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

- In some cases, a fee for a course 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 policies at FP.]

## **FUND-RAISING**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 30 days before the event. [For further information, see policies at FJ and GE.]

## **GANG-FREE ZONES**

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

## **GENDER-BASED HARRASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

## **GRADING GUIDELINES**

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 approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Semester Exams will be mandatory for each grade. There will be allowable exemptions from Semester Exams based upon UIL participation and attendance.

Also see **Report Cards/Progress Reports and Conferences** on page 64.

## **Graduation Activities**

Graduation activities will include: **Rite of Passage Ceremony**

Participation in the Rite of Passage ceremony is a privilege, not a right, for students meeting the academic performance requirements for the 20-21 school year. Students who do not comply with the dress, grooming, and conduct standards for the ceremony will be removed from the ceremony. In addition, all fines and fees must be paid in order to participate. The Rite of Passage ceremony is a solemn event commemorating an educational achievement in the lives of our students. The planning and execution of the ceremony is under the joint control of the eighth-grade class and Brady Middle School Administration. Both will decide on the basic organization

and components of the ceremony and the administration will exercise editorial review and approval of the speeches and other comments to be delivered by any students.

## **HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

## **HAZING**

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

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

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

[Also see **Bullying** on page 34 and policies FFI and FNCC.]

## **HEALTH MATTERS—PHYSICAL AND MENTAL**

### **Illness**

When your child is ill, please contact the school to let us know he or she will not be attending that day. State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. A full list of conditions for which the school must exclude children can be obtained from the school nurse. If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious diseases or illnesses to the Texas Department of State Health Services or our local/regional health authority. The school nurse, Stefanie Farris, can provide further information if necessary.

## **Immunization**

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

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB (LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.

## **Head Lice**

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, and sharing personal items. The district does not require that students be removed from school because of lice or nits. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. The nurse may also offer recommendations, including subsequent treatments and how best to get rid of lice and prevent lice from returning. More information on head lice can be obtained from the DSHS website <https://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

## **Medicine at School**

The district will not purchase nonprescription medication to give to a student. In accordance with policy FFAC, authorized employees may administer:

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

- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
  - In accordance with the guidelines developed with the district's medical advisor; and
  - When the parent has previously provided written consent to emergency treatment on the district's form.

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

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).]

### ***Unassigned Epinephrine Auto-injectors***

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [*school personnel and/or school volunteers*] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

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

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

The district will ensure that at each campus a sufficient number of *[school personnel and/or school volunteers]* are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

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

For additional information, see FFAC(LOCAL).

### ***Unassigned Prescription Asthma Medication***

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

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

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

For additional information, see FFAC(LOCAL).

### **Steroids**

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 participating in UIL athletic competition may be subject to random steroid and drug testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uil texas.org/health/steroid-information>.

### **MENTAL HEALTH SUPPORT**

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;

- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

Brady ISD provides training for staff on all of the aforementioned areas. BMS reinforces a positive behavior mentality through the following rewards and programs:

- 10% Improvement on STAAR/Benchmark exams trip,
- Perfect Attendance Rewards,
- Class Field Trips,
- Worth the Wait,
- Red Ribbon Week activities, and
- iSafe.

Please contact BMS Counselor, Brandi Easterwood, for information regarding mental health support and services.

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

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 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.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFEB.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** (page 18) for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** (page 40) for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** (page 58) for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** (page 59) for board-adopted policies and administrative procedures that promote student health.

## **PHYSICAL ACTIVITY REQUIREMENTS**

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 elementary, middle, and junior high school student physical activity requirements, please see the principal.

### ***Temporary Restriction from Participation in Physical Education***

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

### ***Physical Fitness Assessment***

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

### ***Athletics Participation***

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including the district's athletic program. The district follows the UIL guidelines for physical, which states that the physical examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

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

### ***Other Examinations and Screenings***

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is noninvasive and conducted in accordance with the most recent, nationally accepted, and peer-reviewed standards. All students who meet the TDSHS criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician. Throughout the school year, the nurse will be performing various screenings. The following screenings will be performed according to grade level: 6<sup>th</sup> Grade—Height, Weight, and Spinal; 7<sup>th</sup> Grade—Height, Weight, Vision, Hearing, and Acanthosis Nigricans; 8<sup>th</sup> Grade—Height and Weight

### ***Bacterial Meningitis***

Please see the district's website at [www.bradyisd.org](http://www.bradyisd.org) for information regarding meningitis. Please see the school nurse for more information, or see <http://www.dshs.texas.gov/immunize/school/school-requirements.aspx>.

### ***Diabetes***

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

### ***Food Allergies***

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

### ***Seizures***

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

### ***Tobacco and E-Cigarettes Prohibited***

The district and its staff strictly enforce prohibitions against the use of tobacco products, including e-cigarettes and vaping devices, by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

## **HEALTH RELATED RESOURCES, POLICIES, AND PROCEDURES**

### **Physical and Mental Health Resources**

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

- The campus full-time nurse, Stefanie Farris at 325-597-8110;
- The campus full-time counselor, Brandi Easterwood at 325-597-8110;
- The local public health authority, Carey McBride at the City of Brady Health Inspector Office, which may be contacted at 325-597-2244; or
- The local mental health authority, Center for Life Resources, which may be contacted at 325-646-9574 (Main phone) or 800-458-7788 (Crisis phone).

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [www.bradyisd.org](http://www.bradyisd.org).

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. For more information see [www.bradyisd.org](http://www.bradyisd.org) or the Campus Improvement Plan at [ms.bradyisd.org](http://ms.bradyisd.org).

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

During the preceding school year, the district's School Health Advisory Council held one meeting. Additional information regarding the district's School Health Advisory Council is available from the school nurse. [See also policies at BDF and EHAA.] Notification of upcoming SHAC meetings will be posted at each campus office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at [www.bradyisd.org](http://www.bradyisd.org).

See policies at BDF and EHAA.

[See **Consent to Human Sexuality Instruction** on page 22 for additional information.]

## **Student Wellness Policy**

Brady ISD 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. For questions about the content or implementation of the district's wellness policy and plan, please contact the Brady Administration Office.

## **HOMEWORK**

Homework is an essential part of the education process. A student cannot expect to succeed in a course if there is consistent failure to turn in homework. Homework is the process by which a student practices and demonstrates the ability to master the material being taught. Students may have homework in all courses during each week of school. Homework may include a variety of activities. After School Detention may be assigned when a student does not complete his/her homework.

When a student is absent two or more days, a parent may request their assignments through the office. The parent is responsible for picking up the assignments from the office. Parents are to call at 7:45 a.m. for assignments and pick them up after 2:00 p.m.

## **HOMELESS STUDENTS**

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, Judy Fincher, at 325-597-2301 or [jfincher@bradyisd.org](mailto:jfincher@bradyisd.org).

## **LAW ENFORCEMENT AGENCIES**

### **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

### **Students Taken into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.

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

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of 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 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 has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on our off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.

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

### **Leaving Campus**

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 extenuating circumstances, a student will not regularly be released before the end of the instructional day.

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

## **Lost and Found**

A lost and found collection is located in the campus office and/or the school cafeteria. A student who loses an item should check the lost and found. The district discourages bringing personal items of high monetary value to school. The district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

## **MAKEUP WORK**

### **Makeup Work Because of Absence**

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

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

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**

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).]

### ***Alternative Means to Receive Coursework***

While a student is in ISS, the district will provide the student with all coursework for the student's foundation curriculum classes that the student misses.

## **Opportunity to Complete Courses**

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

## **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination, Brady ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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 gender: Richard Sweaney, Title IX Coordinator, 1003 W. 11<sup>th</sup> Street, Brady, TX 76825, 325-597-2301.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Richard Sweaney, ADA/504 Coordinator, 1003 W. 11<sup>th</sup> Street, Brady, TX, 325-597-8110.
- All other concerns regarding discrimination: See Hector Martinez, Superintendent, 1003 W. 11<sup>th</sup> St., Brady, TX 76825, 325-597-2301.

[See policies FB(LOCAL) and FFH(LOCAL).]

## **PARENT AND FAMILY ENGAGEMENT**

[See **Parental Involvement** on page 17.]

## **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page 22.]

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

## **PRAYER**

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not

encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

## **PROMOTION AND RETENTION**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

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 reading, language arts, and mathematics. [See policy EIE (LOCAL)]

For the 2023-24 school year, a parent may request in writing that a student repeat grade 6,7, or 8 that the student was enrolled in during the 22-23 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

## **RELEASE OF STUDENTS FROM SCHOOL**

[See **Leaving Campus** on page 61 and **Absences/Attendance** on page 30.]

## **Remote Instruction**

The district may offer remote instruction when authorized by TEA. All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

## **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES**

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

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance in any course 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** on page 17 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** on page 52.]

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 2 days.

## **RETALIATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

## **SAFETY**

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns through the BMS website at [ms.bradyisd.org](http://ms.bradyisd.org).
- 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: Fire, Tornado, and Other Emergencies**

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

Students in grades 7-12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

#### ***Fire Drill Bells***

- 3 bells      leave the building
- 1 bell      halt; stand at attention
- 2 bells      return to the classroom

#### ***Tornado Drill Bells***

- 1 continuous bell      move quietly but quickly to the designated locations

2 bells

return to the classroom

### **Preparedness Training: CPR and Stop the Bleed**

The district will annually offer instruction in CPR at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR certification. The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas. See <https://tea.texas.gov/texas-schools/safe-and-healthy-schools/coordinated-school-health/healthy-and-safe-school-environment>

### **Emergency Medical Treatment and Information**

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should 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 needs to know.

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if: the district has received written authorization from a person having the right to consent, that person cannot be contacted, and that person has not given the district actual notice to the contrary. The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order. Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

### **Emergency School-Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another 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 through the district's School Messenger system. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

### **SAT, ACT, AND OTHER STANDARDIZED TESTS**

See **Standardized Testing** on page 70.

### **SCHEDULE CHANGES**

All schedule change requests must go through the school principal, Lori Holubec. Schedules may be changed within the first week of instruction and at semester with principal approval.

## **SCHOOL FACILITIES**

### **Asbestos Management Plan**

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 Roy Smith, the district's designated asbestos coordinator, at 325-597-1903.

### **Food and Nutrition Services**

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status unless the student's parent notifies the district that a student's information should not be disclosed. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. See the office to apply.

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

### ***Vending Machines***

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

### **Pest Management**

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. The Brady School District may periodically apply pesticides to help manage insects, weeds, or pathogens. Pesticide applications are part of our IPM program, which relies largely on non-chemical forms of pest control. Periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. Pesticide applications on Brady School District property are made only by trained and licensed technicians. Should you have questions about this district's pest management program or wish to be notified in advance of the times and types of pesticide applications, you may contact our IPM coordinator: Roy Smith, 325-597-1903, [rsmith@bradyisd.org](mailto:rsmith@bradyisd.org).

### **Conduct Before and After School**

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

## **Library**

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

- 8:00 am – 3:30 pm Mon – Friday

Overdue library books will be assessed a \$0.10 fine per day for each day that it is overdue. The fine will not exceed the price of the book. Once a student has an overdue book they will no longer be allowed to check out any other books or materials from the library until all overdue fines are paid and book(s) are returned.

## **Use of Hallways During Class Time**

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

## **Use by Students Before and After School**

Students are required to go to the cafeteria to wait for the first school bell to ring. If the student has an athletic class first period, he or she may be directed by coaches to go to the gym.

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

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

## **Meetings of Noncurriculum-Related Groups**

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

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

## **School-Sponsored Field Trips**

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

Students in Grades 6-8 will attend field trips throughout the year. In order to attend the grade-level trips, students must abide by certain requirements. Behavior, attendance, and classroom performance will be taken into consideration. Students will not attend if, within the six full weeks (excluding holidays) preceding the trip, they have three or more after-school detention referrals from any teacher or administrator, one or more days of ISS, Saturday School for attendance and/or disciplinary infractions, or misbehavior on a prior field trip. If the student is not allowed to attend the field trip because of the aforementioned requirements, the student will stay at Brady Middle School in the ISS room during the school day to work on assignments. If a student who is not allowed to attend the field trip does not attend school on the day of the field

trip, he or she will be required to make up their time in ISS on a subsequent day. Students must be present at school the entire school day preceding the trip in order to be able to attend the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

## **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.

### **District Property**

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property. Students are responsible for any item – found in district property provided to the student – that is prohibited by law, district policy, or the Student Code of Conduct.

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches. District officials may conduct searches of students and their belongings in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including personal belongings. If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

### **Telecommunications and Other Electronic Devices**

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

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

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

### **Trained Dogs**

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that

is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

### **Metal Detectors**

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

### **Drug-Testing**

The district's policy FNF(LOCAL) will address board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **STEROIDS** on page 55.]

## **SEXUAL HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

## **SPECIAL PROGRAMS**

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

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

## **STANDARDIZED TESTING**

### **STAAR (State of Texas Assessments of Academic Readiness)**

#### ***Grades 3–8***

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

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

STAAR Online and STAAR Alternate 2, for students receiving special education/504 services, will be available for eligible students, as determined by the student's ARD/504 committee.

#### ***Failure to Perform Satisfactorily on STAAR Reading or Math***

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements. For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent. The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may request that the district consider assigning the student to a particular classroom teacher in the applicable subject area if more than one classroom teacher is available. The parent may also file a grievance or complaint regarding the content or implementation of the ALC's educational plan.

### ***Standardized Testing for a Student Enrolled Above Grade Level***

If a student 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled. A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

### ***Standardized Testing for a Student in Special Programs***

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

### ***Personal Graduation Plans***

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

[See **Standardized Testing** on page 70.]

## **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) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Lori Holubec, Principal, who has been designated as the district's liaison for children in the conservatorship of the state, at 325-597-8110 with any questions.

## **STUDENTS WHO ARE HOMELESS**

[See **Homeless Students** on page 60.]

## **STUDENT SPEAKERS**

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

1. Middle school Veteran's Day Programs; and
2. Middle school Rite of Passage Ceremony.

Students are eligible to introduce these events if they

1. Volunteer, and
2. Are not in a disciplinary placement at the time of the speaking event.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the 6<sup>th</sup> Grade ELAR teachers for Veteran's Program and 8<sup>th</sup> Grade ELAR teachers for Rite of Passage. Students are not eligible to volunteer if they are in a disciplinary placement during any part of the first full week of instruction. If there are no student volunteers, the District shall seek volunteers again at the beginning of the next semester. The names of the students who volunteer to speak will be chosen during try-outs for Veteran's Program, and by design for Rite of Passage. Each selected student shall be matched chronologically to the single event for which the student shall give the introduction. The list of student speakers shall be chronologically repeated as needed, in the same order. If no students volunteer or if the selected speaker declines or becomes ineligible, no student introduction will be made at the event.

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

[See policy FNA (LOCAL).]

## **SUMMER SCHOOL**

STAAR results for 8<sup>th</sup> graders will determine opportunities for summer school. [See Also **Tutorials** on page 75.]

## **TARDIES**

Tardiness is not being in the right place at the right time (in an assigned seat at the time the bell rings.) Habitual tardiness will result in disciplinary action. If a student is tardy 1<sup>st</sup> period, he or she must report to the office to get a tardy slip and a pass to class. In periods two through eight, the teachers will mark the students tardy in their classroom once the student gets to class. The disciplinary measures taken include warnings, lunch detentions, after school detentions, and Saturday Schools.

## **TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS**

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. 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 if the student does not have reliable access to technology at home. 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 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**

[See **School Safety Transfers**, on page 27, and **Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education or Section 504 Services**, on page 28, for other transfer options.]

## **TRANSPORTATION**

### **School-Sponsored Trips**

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

### **Buses and Other School Vehicles**

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's Web site.

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 325-597-1903.

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

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

- Always follow the driver's directions.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.

- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on school buses.
- 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 bus or van and before crossing in front of the vehicle.

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

## **TRUANCY**

### **Brady ISD Truancy Policy**

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

**OFFICIAL NOTICE PURSUANT TO EDUCATION CODE 25.095, TO THE CHILD AND PERSON(S) STANDING IN PARENTAL RELATION TO THE CHILD.** Failure to comply with the laws and rules governing compulsory attendance may result in legal action or other consequences.

Brady ISD has adopted the following graduated sanctions, in effect September 1, 2015, to address 90% compulsory attendance and truancy pursuant to the passage of HB 2398. Parents or student will have two (2) days in which to produce appropriate documentation for excusal of absences prior to truancy sanctions being enacted.

- 1st Unexcused absence .....Notification Letter and Detention/Saturday School
- 2nd Unexcused absence .....Notification Letter and Detention/Saturday School
- 3rd Unexcused absence .....Notification Letter and Detention/Saturday School
- 3rd Unexcused in 4 week period.....Notification Letter/Parent Conference/Detention/Sat. School
- 4th Unexcused absence .....Parent Liaison home visit/ISS
- 5th Excused and Unexcused absence .....90% Compulsory Attendance Letter/ISS
- 6th Unexcused absence .....ISS

- 7th Unexcused absence .....ISS and Saturday School
- 8th Unexcused absence ..... ISS and Saturday School
- 9th Unexcused absence .....Notification Letter/ ISS and Saturday School
- 10th Unexcused absence .....Truancy filed with the court

## TUTORIALS

Tutorials are offered in the spring semester for students in danger of failing or need extra instruction for the April and May STAAR Assessments. Buses are provided for those that are required to go to tutorials. In lieu of Summer School, we offer mandatory tutorials for students that are in Grade 8 and in danger of failing or need extra instruction for the June STAAR assessments.

## VANDALISM

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

## VIDEO CAMERAS

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or superintendent, who the district has designated to coordinate the implementation of and compliance with this law.

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

[For video and other recording by parents of visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law**]

## **VISITORS TO THE SCHOOL**

### **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 principal's 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.

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 or violations of student privacy will not be permitted.

### **Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer, 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 after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

### **Volunteers**

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. Volunteers for programs such as the Veteran's Day program and involvement in the BMS PATS are greatly appreciated. The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district. Subject to exceptions in according with state law and district procedures, other volunteers will be subject to a state criminal history background check.

## **WITHDRAWING FROM SCHOOL**

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

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

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

## **Appendix A:**

### **Freedom from Bullying Policy**

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit FFI(LOCAL). Below is the text of Brady ISD’s policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

#### **Student Welfare: Freedom from Bullying**

See Policy FFI(LOCAL) for more information.

Bullying is defined in state law as a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student’s property,
- Places a student in REASONABLE fear of physical harm or of damage to the student’s property, or
- Is so severe, persistent and pervasive that it creates an intimidating, threatening, or abusive educational environment.

**This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.**

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, and ostracism. In some cases, bullying can occur through electronic methods, called “cyberbullying”.

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, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying and or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the 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.**

The principal 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 his or her child be transferred to another classroom or campus within the district.

## 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** 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 of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

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

**EOC assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2013–2014 school year. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

**NCLB Act** is the federal No Child Left Behind Act of 2001.

**PGP** stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

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

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, that became effective at the beginning of 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 Linguistically Accommodated (STAAR L)** is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

**STAAR Online** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments that is given online. This test is administered to eligible students receiving special education/504 services, as determined by the student's ARD/504 committee.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the grade 11 exit-level test or end-of-course assessments, when applicable, 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 the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

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

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

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

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