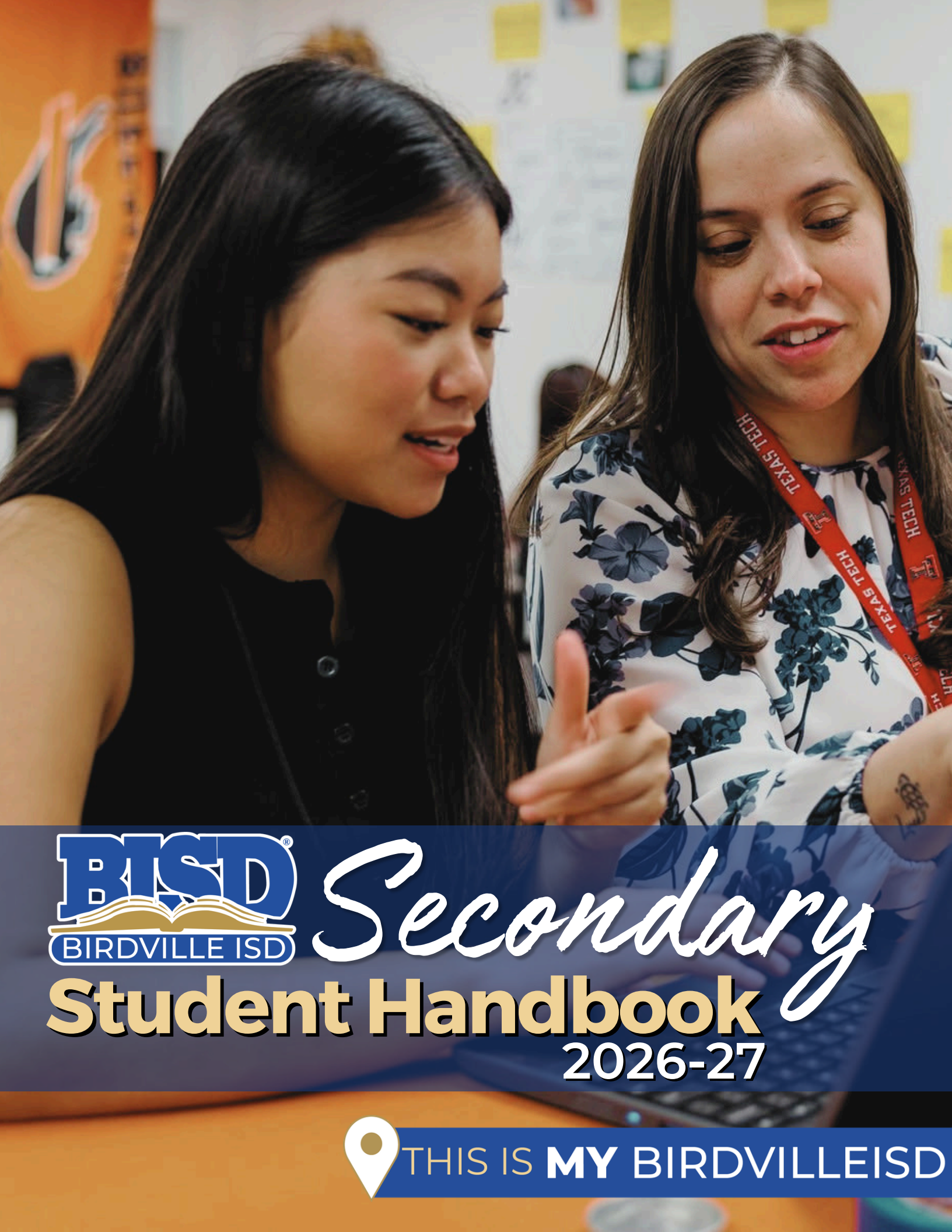

BISD
BIRDVILLE ISD

Secondary Student Handbook

2026-27

THIS IS **MY** BIRDVILLEISD

8555 Airport Freeway, North Richland Hills, Texas 76180 I 817-547-5700 I FAX 817-838-7261
www.birdvilleschools.net

2026-2027
Secondary
Student Handbook

www.birdvilleschools.net

If you have difficulty accessing the information in this document because of disability, please contact district webmaster michelle.doporto@birdvilleschools.net or 817-547-5700.

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Cabinet

Gayle Stinson, Ed.D.
Superintendent

Elizabeth A. Clark, Ed.D.
Associate Superintendent for Curriculum, Instruction & Accountability

Skip Baskerville, Ed.D.
Associate Superintendent for Human Resources, Governance and Support Services

Katie Bowman
Associate Superintendent for Finance & Auxiliary Services

Dave Lambson
Chief Technology Officer

Megan Overman
Chief Communications Officer

Secondary Schools

Middle Schools (Grades 6–8)

Haltom Middle School
5001 Hutchinson Way
Haltom City, TX 76117
817-547-4000
Carrie Welborn, Principal

North Richland Middle School
4801 Redondo Street
North Richland Hills, TX 76180
817-547-4200
Liz Peña, Principal

Richland Middle School
3401 Labadie Drive
Richland Hills, TX 76118
817-547-4400
John DeLeon, Principal

North Oaks Middle School
4800 Jordan Park Drive
Haltom City, TX 76117
817-547-4600
Frankie Norris, Ph.D., Principal

Watauga Middle School
6300 Maurie Drive
Watauga, TX 76148
817-547-4800
James Hollis, Principal

Smithfield Middle School
8400 Main Street
North Richland Hills, TX 76180
817-547-5000
Jason Turner, Principal

North Ridge Middle School
7332 Douglas Lane
North Richland Hills, TX 76182
817-547-5200
John Davis, Principal

High Schools (Grades 9–12)

Haltom High School
5501 North Haltom Road
Haltom City, TX 76137
817-547-6000
Michell Sheasley, Principal

Richland High School
5201 Holiday Lane E.
North Richland Hills, TX 76180
817-547-7000
Nathan Frymark, Ed.D., Principal

Birdville High School
9100 Mid Cities Blvd.
North Richland Hills, TX 76180
817-547-8000
Tim Drysdale, Principal

Bob E. Griggs HS / Kunkel Learning Center
4051 Denton Hwy.
Haltom City, TX 76117
817-547-5400
Gina Locke, Principal / Cheryl Burch, Assistant Director

Birdville Center of Technology and Advanced Learning
7020 Mid Cities Blvd.
North Richland Hills, TX 76180
817-547-3800
Joe Rocker, Campus Administrator

Collegiate Academy of Birdville (ECHS)
828 W Harwood Rd
Hurst, TX 76054
817-547-5700
Jennifer Klaerner, Ph.D., Principal

8555 Airport Freeway, North Richland Hills, Texas 76180 | 817-547-5700 | FAX 817-547-5530
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Strategic Objectives

1. All students will realize their full potential and apply themselves to academic excellence without self- imposed limitations.

2. All students will own their learning and aspire to achieve high academic goals.

3. All students will demonstrate personal responsibility and integrity reflective of noble character.

4. All students will be fully equipped and motivated to contribute to the greater good by unleashing their unique talents and gifts.

Our Mission

The mission of Birdville Independent School District (BISD) is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

Disclaimer

The provisions and information set forth in this handbook are intended to be informational and not contractual in nature. Thus, this handbook is not intended, and shall not be construed, to constitute a contract between the Birdville Independent School District and any student, prospective students, agency of the local, state, or federal government, or any other person or legal entity of any and every nature whatsoever.

The district hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this handbook at any time, without notice and in any manner that the Administration deems to be in the best interest of the district.

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Special Notice Requirements

Alcohol, Drugs, Tobacco, and Weapons

Under the state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, vapes, e-cigarettes, guns, or other weapons on school property or at a school–related activity, on or off school property. Having one of these items in a privately-owned vehicle that the student may have driven to school and parked on District property is also prohibited. [See the Student Code of Conduct for information regarding disciplinary consequences.]

Annual Asbestos Notification: 2026-2027 School Year

In accordance with AHERA 40 CFR Part 763.84(c) Asbestos-Containing Material in Schools, you are hereby notified an Asbestos Management Plan has been created for all BISD facilities by an accredited asbestos consultant agency. In September 2024, Farmer Environmental Group, Inc., a State-licensed and accredited asbestos management consultant agency, completed the federally mandated, three-year re-inspection for this facility. A copy of the re-inspection documents is included in the Asbestos Management Plan binder and/or in the Asbestos Management Plan electronic database located in the main office and is available for your review.

The district has taken action to abate the friable forms of asbestos-containing materials (ACM*), that is, materials that can be crushed with the hand,* from its facilities. However, there are some areas of friable and non-friable ACM which remain. Undisturbed, these friable and non-friable materials are quite safe and pose no health hazard. Consult the Asbestos Management Plan for material identification and locations.

Successful asbestos management involves everyone. Please familiarize yourself with the information that follows to ensure the safety of yourself and others in the building.

For more information regarding the district's asbestos management practices or any additional questions, please feel free to contact me at the Facility Management office, 6119 East Belknap, Haltom City 76117, telephone 817-547-5842. John Lerro, AHERA Designated Person. Governmental Regulatory Supervisor

Assurance of Nondiscrimination

Birdville ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

The Superintendent has designated Cecil “Skip” Baskerville, Ed.D., Associate Superintendent for Human Resources, Governance and Support Services, to coordinate compliance with the legal requirements of Title IX, and Tammy Diller, Executive Director of Specialized Services and Supports, to coordinate compliance with the legal requirements of Section 504 and Title II of the Americans with Disabilities Act.

Skip Baskerville, Ed.D. and Tammy Diller can be reached at 8555 Airport Frwy, North Richland Hills, TX 76182, 817-547-5700.

Directory Information

Certain information about District students is considered directory information and can be released to anyone who follows procedures for requesting the information **unless the parent objects to the release of the directory information** about the child. Directory information includes student name; photograph; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. No Child Left Behind (NCLB) requires that secondary parents/guardians also have the choice to restrict information to military recruiters and institutions of higher learning.

Proof of Child’s Identity

House Bill 1440 signed by the Governor on June 16, 1989, requires a parent or guardian to present, within 30 days of a child’s enrollment, proof of the child’s identity and a copy of the child’s records from the most recently attended school. It also requires school districts to notify the police if this information is not provided and to request information about whether the child has been reported missing. Districts must notify the Missing Children Information Center Clearinghouse if the name on the identifying document or school record differs from the name under which the child is enrolled.

Public Notice

During the 2026–2027 school year, Birdville ISD will administer the following federal programs:

Title I, Part A – Improving Basic Programs
Title III – English Language Acquisition, Language Enhancement and Academic Achievement Act
IDEA – Individuals with Disabilities Education Act

Representatives of privately educated students interested in participation in any of these programs can contact BISD at 817-547-5765.

Parents Right to Know Public Notice

According to Every Student Succeeds Act, all parents have the right to know the professional qualifications of their child’s teachers. Professional qualifications include whether the teacher is certified in the grade level or subject they are teaching, the baccalaureate degree they hold, and the field of discipline of their degree or certification. Birdville ISD prides itself on hiring qualified individuals who will do whatever it takes to ensure learning for each student. If you wish to know any information regarding the professional qualifications of your child’s teacher, please make a written request to the principal.

Academic Policies

Purpose and General Philosophy of Grading in BISD

Assignments are about student learning. The academic grade should represent an evaluation of academic progress based only on learning the course objectives, which reflect the essential knowledge and skills. A student's grade in any academic area should be independent of a student's conduct/behavior.

- Grading should help the student:
  - By motivating him/her to do their very best.
  - Evaluate and see his/her progress.
  - Recognize how his/her work may be improved.

- Grading should give the parent the kind of information that will help him/her:
  - Understand the student's academic progress.
  - Encourage the student to maximum performance in the academic areas.
  - Guide the student in making personal and social adjustments.

- Grading should help the teacher:
  - Assess strengths and needs of each student.
  - Plan and modify instructional delivery.
  - Communicate student progress to parents.

Secondary Grading and Reporting Procedures

Averaging

Nine weeks grades shall be obtained by averaging daily work and major grades. (Daily work is defined as homework, class work, daily or pop test grades, etc.; major grades as chapter tests, unit tests, announced projects, or papers, etc.)

Averaging for grades six through twelve (6-12) shall be as follows:

Nine weeks average:

The daily grade average shall represent one-half (1/2) of the grade. The major test/project average shall represent one-half (1/2) of the grade. There shall be a minimum of eight (8) separate daily grades with a recommended maximum of eighteen (18) and a minimum of three (3) separate major grades and a recommended maximum of five (5) for each nine (9) weeks. At least one major grade and 4 daily grades should be entered by the end of the fourth week of each nine- week grading period. Interim progress reports shall be issued for all students after the sixth week of the first nine-week grading period due to UIL requirements. After the first nine-weeks, interim progress reports shall be issued the fourth week of the nine-week grading period. Supplemental progress reports may be issued at the teacher's discretion.

Each of the nine-week grades shall be one-half (1/2) of the semester average.

Because Advanced Placement classes represent university level work, the daily average shall represent 40% of the grade. The major test average shall represent 60% of the grade.

Students in high school credit courses who receive a failing grade in either semester are eligible to average their fall and spring semester grades. Students enrolled in Dual credit courses follow the grading policy of the college. The minimum number of major and daily grades is at the discretion of the Dual Credit instructor.

Focus

BISD provides parents/guardians the opportunity to monitor student grades and attendance online. Focus is the tool used by the district to provide parents the means to monitor their child's progress

Report Cards

Report cards will be posted in Focus for students each nine weeks including the final report card for the school year. Parents of students who receive failing grade(s) at the end of a nine-week or semester grading period should schedule a conference with the teacher of the subject.

Parent Contact

When a student's grade drops from passing to failing after the interim progress report, parents must be notified immediately by the teacher in writing (e-mail or letter) or by phone. Documentation of contact should be kept by the teacher for verification purposes.

Change in Student's Grade

A student's academic or conduct grade may be changed by the teacher of the subject area only when 1) there was a mechanical error in averaging or recording the original grade, or 2) the teacher's grading procedure violated either local policy or state rule.

Interim Progress Reports

Interim progress reports shall be issued for all students after the sixth week of the first nine-week grading period due to UIL requirements. After the first nine weeks, interim progress reports shall be issued the fourth week of the nine-week grading period. Supplemental progress reports may be issued at the teacher's discretion. Parents should schedule a conference with the teacher if an interim progress report is posted in Focus indicating a failing grade. All conferences must be scheduled through the office.

Grading of Work

Student grades will be posted in Focus within five days for daily grades and major grades. Special consideration will be given for lengthy research papers, lengthy essays, portfolios and large projects. There will be a minimum of eight daily grades and three major grades per nine weeks. Daily work is defined as homework, classwork, daily or weekly quizzes, etc.; major grades are defined as chapter tests, unit tests, announced projects, or papers, etc.

Grading of Late Work

Students may be assessed a penalty of no more than ten (10) points per day for up to three (3) days before a zero may be given for work not turned in on time. The work addressed in this document includes any assignment.

Homework

The district believes homework is an important part of the learning process that extends, enriches and/or reinforces academic concepts and skills to enhance achievement. Each campus shall develop as part of its local campus improvement planning procedures, guidelines for including homework among its instructional activities. Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child's educational progress.

Make Up Work

A student who is absent for any reason is expected to make up specific assignments missed and/or to complete alternative assignments assigned by the teacher to meet subject and course requirements. A student who does not make up assigned work within the time allotted may receive a grade of zero for the assignment. The amount of time allotted to complete make-up work is equivalent to the number of days absent. Additional time may be granted due to extenuating circumstances at the discretion of the teacher.

If a student at the end of the nine-week grading period has been absent and has not been allotted the required number of days to make up work, a teacher may give the student an incomplete for a grading period; however, the teacher will have a maximum of 5 school days to change the Incomplete to a numerical grade from the day following when the student returns to school.

A student absent from school will be allowed to participate in school-related activities on that day or evening with administrative approval.

Promotion Policy

Students in grades 2-8 shall be promoted from one grade to the next on the basis of academic achievement. In middle schools, promotion to the next grade level is based on attaining an overall average of seventy (70) or above for all subject areas and a grade of 70 or above in language arts (including reading), mathematics, science and social studies. The student must also be in attendance a minimum of ninety percent (90%) of the required student school days unless waived by the DOI.

Grade Level Determination

Grade level advancement in grades nine, ten, eleven and twelve shall be determined by the total credits earned.

Note: Reclassifications are made only at the beginning of each school year with the exception of a student who is being reclassified at mid-term, enabling him/her to graduate at the end of that spring semester. This determination is made by the principal.

Classification of Students

Sophomore	(10th) 6
Junior	(11th) 12
Senior	(12th) 19

Summer school may be an option for students who need to regain lost credits to remain on track with their cohort. The student must also be in attendance in the course a minimum of ninety percent (90%).

Early Graduation

To be eligible to graduate in less than four years, a student shall complete all coursework for an endorsement and exit level testing required of the ninth-grade class in which the student began high school. A student wishing to graduate early shall notify their counselor of his or her intention in writing by the end of the 1st six weeks of the year they intend to graduate.

Early graduates shall:

1. Not be allowed to displace four-year graduates in determining the top twelve graduates.
2. Be recognized with their final GPA standing as an early graduate.
3. Must have earned their CCMR designations

Remediation/Reassessment Procedures

Students' grade shall reflect mastery of Texas state standards and district learning expectations. Students who receive a grade below 85 in an on-level, honors or AP course on a major test or other assessment which has a major impact on the grade shall have an opportunity to receive remediation and be reassessed for mastery. An incidence of cheating eliminates an opportunity for reassessment. In order for a student to be eligible for any reassessment, which could result in a possible change of the recorded grade, the following events must occur:

1) Students receive a grade below 85.

2) A student desiring reassessment must immediately request and complete reasonable interventions, prescribed by the teachers, which relate to the standards that were assessed. (These interventions might include attending tutorials, completing additional homework assignments/assignments not previously completed, or other appropriate work).

3) At a scheduled time, reasonable for the student and convenient to the teacher (determined by the teacher, usually within 5 school days), the student will be reassessed for mastery of content in one of the following ways:

    a. Retake test or redo project.
    b. Take a suitable alternate test (or complete a different assignment).
    c. Complete an alternate assignment or any other suitable assessment determined by the teacher.

    The reassessment should cover the same basic content at the same level of difficulty as the original assessment.

4) If a student scores 85 or above on the reassessment, a grade of 85 will substitute for the previously recorded grade. The original grade and the substituted grade should be shown in the teacher's grade book.

5) If student scores below 85 on the reassessment, the higher of the two grades will be considered as the test /project grade in the teacher's grade book.

6) If the overall class average on a major assessment/assignment is below 70, a teacher must reteach and reassess. If the score on the reassessment will improve a student's grade on the assessment/assignment, then the higher of the two grades will be recorded.

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered System of Supports (MTSS)/ Response to Intervention (RtI) is a multi-tiered approach to instruction that is the framework of the general education program for all students including all those who experience difficulties either academically or behaviorally. MTSS helps to ensure that students have the opportunity to experience a full range of educational opportunities through the general education program and are college and career ready. The elementary and secondary MTSS model in Birdville is designed so that it can be implemented within the unique parameters of each level. The core components of MTSS are multiple Tiers of interventions, high-quality instruction based on a tiered system of interventions that are defined, aligned, systemic, researched-based, and supported by District and campus staff.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. All incidents of academic dishonesty must be reported to and investigated by campus administration.

Assemblies

A student's conduct in assemblies must meet the same standards as in the classroom and will be subject to disciplinary action for failure to follow the Student Code of Conduct.

Athletic Events

Students will conduct themselves according to District UIL accepted Rules of Conduct. Disruptive and unsportsmanlike conduct is prohibited. All students who participate in Extracurricular Activities are required to adhere and follow the BISD Extracurricular Honor Code prior to and during participation (including summer and off-season). A complete copy of the Extracurricular Honor Code can be found in the BISD Code of Conduct. Prior to participation in an extracurricular event the student and parent must sign and return the Acknowledgement page of the Extracurricular Honor Code. Elementary students are welcome at all athletic events and should remain in the stands or bleachers with their parents. NO students below the 6th grade level should be dropped off and left unattended at any athletic event.

Students may not have tailgate parties in the parking lots which involve open flames or gas flamed grills.

Attendance

Regular school attendance is essential for the 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, 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.

Certification of Excused Absence Due to Serious or Life-Threatening Illness

A student may be excused from attending school due to a serious or life-threatening illness or related treatment that makes attendance infeasible. The Certification of Excused Absence Due to Serious or Life-Threatening Illness Form must be completed and signed by a physician licensed to practice medicine in Texas and submitted by the parent/guardian to the student's campus principal's office. The form may be picked up in the attendance office.

Compulsory Attendance

State compulsory attendance laws generally require all children who have reached age six on or before September 1, and have not reached age 19, to attend school each day school is in session. A student who is younger than six and has never been enrolled in the first grade is not required to attend each school day until the end of the school year. In addition, if a student is 19 or older and has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property would be unauthorized and may be considered trespassing.

School employees must investigate and report violations of the state compulsory attendance laws. A student absent without permission from any class will be considered in violation of the compulsory attendance law and subject to disciplinary action.

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

- Is absent from school on ten or more days, or parts of days, within a six-month period in the same school year, or
- If 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.
- Is age 12 through age 18 and violates the compulsory attendance law.

Attendance Procedures

When a student must be absent from school, the parent must submit a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older. A parent should call the school prior to 10 a.m. on the day of the absence and should also state in writing the reason when the student returns to school.

- All documentation (parent notes, doctor's notes, appointment verifications, etc.) must be submitted to the attendance office on the date the student returns to school. Any absence not cleared within the allotted time (three days) will become an unexcused absence. An admission slip is required to return to classes at high school.
- Unexcused absences are absences determined not to be due to approved extenuating circumstances. Students who have unexcused absences shall be permitted to make up their work if a grade for the assignment was to be given. Grades for make-up work for an unexcused absence will be adjusted downward no less than 10 points and no more than 20 points.
- A student absence from school or from any class without permission will be considered unexcused and the student will be subject to disciplinary action.
- The parent of a student who must leave school during the day must submit a note to the attendance office stating the reason for the absence. The note from the parents requesting the early dismissal should be submitted to the attendance office before the student's first period class. The note must include the date, full name, grade, reason for dismissal, parent's signature, and phone number where parent can be reached. Parents will be required to show ID when picking up a child for early dismissal.
- A student who becomes ill during the school day should (with the teacher's permission) report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parents.
- Students who arrive late to school will be counted tardy. Parents are expected to submit written verification as to the reason for the tardy.
- A student who has at least six (6) absences will be required to provide a note from a physician, court or the equivalent to be excused.

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 class at least 75 percent but fewer than 90 percent of the day's class is offered may receive credit if he or she completes a plan approved by the principal to meet the instructional requirements of the class. If the student does not complete the plan, or has less than 75 percent attendance, then he or she will be referred to an attendance review committee to determine whether there are extenuating circumstances and how the student can regain credit lost due to nonattendance.

Parents of students who have accumulated more absences than allowed for credit may present a written appeal for extenuating circumstances to the campus attendance review committee. The attendance review committee will determine whether there are extenuating circumstances for the absences and how the student might regain credit.

In determining whether there are 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 religious holy days and health-care appointments 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. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.

- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments mastered the essential knowledge and skill and maintained passing grades in the course of study.
- 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 by filing a written request to the Superintendent or his designee.

The following absences may be submitted for consideration regarding extenuating circumstances:

- An excused absence based on personal sickness or death in the family.
- Days of suspension.
- Participation in court proceedings or child abuse/neglect investigation.
- A migrant student's late enrollment or early withdrawal.
- Days missed as a documented runaway.
- Completion of a competency-based program for at-risk students.
- Late enrollment or early withdrawal of a student under Texas Youth Commission.
- Teen-parent absences to care for his or her child.
- Participation in a substance abuse rehabilitation program.
- Homelessness, as defined in federal law.
- An extracurricular activity or public performance, subject to approval by the District's Administration.
- Required screening, diagnosis, and treatment for Medicaid-eligible students.
- Family emergency or unforeseen or unavoidable instance requiring immediate attention.
- Approved college visitation.
- A documented health care appointment – if the student begins classes or returns to school on the same day as the appointment.
- A juvenile court proceeding documented by a probation officer.
- An absence required by state or local welfare authorities.
- Observing religious holy days (including travel for that purpose – up to two days) when it is a tenet of their faith.
- Appearing at a governmental office to complete paperwork required to obtain U.S. citizenship and taking part in a U.S. naturalization oath ceremony.
- Temporary absences for health-care appointments include absences for a student with autism spectrum disorder attending an appointment with a health-care practitioner to receive services for autism.
- Serving as an election clerk.
- Appearing at governmental offices or attending the ceremony for the U.S. Citizenship or Oath of Office.

The deadline for making an extenuating circumstances appeal is the last day of the school year for middle school students and the last day of each six weeks for high school students. If the attendance committee finds there are no extenuating circumstances for the absence or if the student does not meet

the conditions set by the committee to earn or regain credit, the student will not receive credit for the class.

The district provides these alternatives for a student to make up work or regain credit lost because of absences.

- Complete original or additional assignments, as specified by the committee.
- Attend make up time sessions (before or after school, weekend, or Saturday school).
- Maintain the attendance standards for the rest of the semester.
- Upon recommendation of the attendance committee, a student with excessive absences shall be permitted to earn or regain course credit through credit by examination.

It is the committee's prerogative to prescribe any option or combination of options in order for students to receive credit. Regardless of options selected and completed, students must earn a passing grade in order to receive credit.

Attendance Concerning Absences Due to Health Care

A student shall be excused for a temporary absence resulting for a health care appointment/autism spectrum disorder if that student commences classes or returns to school on the same day of the appointment. A student whose absence is excused under this subsection will not be penalized for that absence and shall be counted as if the student attended school for purposes of calculating the average daily attendance of students in the school district. A student whose absence is excused under this subsection shall be allowed a reasonable time to make up schoolwork missed on those days. If the student satisfactorily completes the schoolwork, the day of absence shall be counted as a day of compulsory attendance.

Change of Address

Students/parents are required to inform the attendance clerk of any change in address or telephone number. A change in address requires that proof of residency documentation be provided to the attendance/school office.

Parents have the authority to go into Focus and make changes to their student's address and phone numbers electronically. BISD encourages the updating of that information so we can contact the parent in the event of an emergency. This information is especially important on the emergency health card.

Students/parents who move out-of-zone or out-of-district and fail to inform the school can be withdrawn immediately.

Withdrawal from School

Children who are under age 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult with responsibility for the child comes to the school to complete the necessary forms. Please specify the reasons for withdrawal and the final day the student will be in attendance.

Students who are age 18 or older, who are legally married, or who have ever been legally married are adults and can withdraw themselves from school.

When possible, at least two days' notice should be given to allow time for the teachers to compute grades and clear all records. Students must return all textbooks issued to them and clear any library fines and other outstanding fees in order for the school to release an official copy of the student's records to the parents or to another school district.

Attendance Plan

The attendance zone shall be determined by the primary residence of the parent, guardian, or person having lawful control of a student eligible for admission to BISD. Specific information relating to school attendance zones may be obtained at each campus or at the central office.

1. A student shall attend the school determined by the attendance zone in which his/her parent, guardian, or person having lawful control of the student resides.

Birdville ISD School Clusters

High School	Middle School	Elementary School
Birdville High School	Richland Middle School	Jack C. Binion Elementary Cheney Hills Elementary *(East of Big Fossil Creek)* C. F. Thomas Elementary
Birdville High School	Smithfield Middle School	Smithfield Elementary W.A. Porter Elementary Walker Creek Elementary
Haltom High School	Haltom Middle School	West Birdville Elementary Birdville Elementary D. E. Smith Elementary
Haltom High School	North Oaks Middle	John D. Spicer Elementary O. H. Stowe Elementary
Haltom High School	Watauga Middle	Grace Hardeman Elementary Watauga Elementary
Richland High School	North Richland Middle	Holiday Heights Elementary Mullendore Elementary Snow Heights Elementary Cheney Hills Elementary *(West of Big Fossil Creek)*
Richland High School	North Ridge Middle	Foster Village Elementary Green Valley Elementary North Ridge Elementary

2. Students moving WITHIN THE DISTRICT may remain in the school in which they are presently enrolled only until the end of the current semester, (provided there are no discipline, attendance, or transportation problems), after which time they must complete the Open Enrollment process or attend the school designated by their attendance zone.
3. All students new to the district must attend the school in their designated attendance zone or complete the Open Enrollment process.

4. Pre-registration DOES NOT entitle attendance in a particular school if students move WITHIN THE DISTRICT during the summer before the first day of the new school year unless they are approved through the Open Enrollment process.
5. Students moving OUT-OF-DISTRICT may continue to attend BISD if they are approved through the Open Enrollment process, or until the end of the current six weeks provided there are no discipline, attendance, or transportation problems. (Exception: Students in the 11th grade who will have earned 17 credits by the end of that school year may continue to attend for the remainder of that year, and the following year, tuition free, but they must complete an Open Enrollment Form).

Authority of Teachers

The district has jurisdiction over its students during the regular school day and while going to and from school on District transportation. State law vests teachers, substitute teachers, and administrators with complete authority at all times. Students are expected to respect those in authority whether inside the classroom, on the campus, or at school- sponsored activities. Students failing to follow directives from any teacher, substitute teacher, and/or administrator will be subject to disciplinary action.

Automobiles

Students who drive a car or other vehicle to school shall park it on arrival and leave it until the end of the school day. Students shall not go into the parking areas during school hours for any reason without permission from authorized school personnel. A student has full responsibility for the security of his/her vehicle and will make certain it is locked and that keys are not given to others. BISD is not liable for theft, vandalism, and/or damage to student vehicles while parked on school property. Students driving cars or other motor vehicles to high school shall pay a parking fee:

Non-Reserved Parking:	No Charge
Reserved Parking:	$30.00
Painted Parking:	$50.00

Each student shall display the approved parking tag while parked on school property. Security guards are provided at each high school parking lot. A vehicle found without an approved parking tag will be marked with a district-issued warning sticker, placed on the lower driver-side window, on the first occurrence. Continued failure to pay the fee and/or display the approved tag shall result in disciplinary action and/or towing of the vehicle at the owner's expense.

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle parked on school property. A student will be held responsible for any prohibited objects or substances such as drugs, and/or weapons that are found in his/her car and will be subject to disciplinary action by BISD, as well as referral for criminal prosecution. Searches of vehicles may be conducted any time there is reasonable cause to do so, with or without the permission of the student.

Student drivers and passengers shall be cautious and shall observe all traffic regulations. Student drivers or passengers who are found to be in any way endangering the safety of themselves or others will be subject to disciplinary action, which may include loss of the privilege of having a vehicle on campus.

Bicycles/Skateboards/Roller Skates/Roller Blades/Scooter/Roller Shoes

Upon arriving at school, bicycles, skateboards, roller skates, roller blades, and scooters must be left at each school's designated area. The student is responsible for the security of the item. The district is not liable for theft or vandalism of the items. Students will refrain from using bicycles, skateboards, roller skates, roller blades, roller shoes or scooters on school property before, after, or during the school day.

Bus Transportation

The district provides free transportation for students who live two miles or more from their home school. Transportation for a student with disability shall be made in accordance with the provisions of the student's Individual Educational Plan (IEP). No transportation is provided for any regular educational student who is assigned to the DAEP program.

A parent may also designate a child-care facility or grandparent's residence as the regular pick-up and drop-off location for his or her child if the address meets the two-mile qualifications for that campus. The designated facility or residence must be an approved stop on an approved route.

It is the parent's responsibility to provide their student with his/her bus stop, time and bus number information which can be found in your Focus account.

It is essential for students to know how to walk home from their bus stop to ensure their safety and independence. Familiarity with the route helps them navigate confidently and avoid potential hazards. Additionally, students should be aware of their surroundings and report any suspicious or unsafe individual(s) to the transportation office or their school campus immediately. This proactive approach helps maintain a safe environment for all students.

If your student's bus stop is at a campus, the same rules apply. It is essential for students to know how to walk home from their bus stop (campus) to ensure their safety and independence. Familiarity with the route helps them navigate confidently and avoid potential hazards. Additionally, students should be aware of their surroundings and report any suspicious or unsafe individual(s) to the transportation office or their school campus immediately.

All students assigned a bus stop must be dropped off at their designated bus stop at all times. If you have any concerns regarding a bus stop, please contact the BISD Transportation Office at **817-547-5830 or the Dispatch & Routing Office at 817-547-5831** (press "9" to speak with Transportation staff).

Parents and students may track their bus and receive stop notifications by downloading the Edulog Parent Portal Lite bus tracking app. The district code required to track your student's bus will be provided on FOCUS along with transportation information.

Birdville ISD is implementing the use of student identification badges for bus transportation to enhance the safety, security, and accountability of all students who utilize district transportation services. The use of identification badges allows the district to verify student ridership, ensure students are boarding the correct bus, and support accurate student tracking during daily routes and emergency situations.
All students are required to wear and present a valid Birdville ISD identification badge when boarding and exiting the bus.

New students must attain a student ID card from their campus within 3 school days of enrollment.

Students who fail to comply with the established rules of conduct while using school transportation may be denied transportation services and may be subject to disciplinary action.

Seat Belts
The Birdville ISD Transportation Department is committed to providing the safest student transportation system possible. In accordance with state law and district expectations, all students riding school buses equipped with seat belts are required to always wear their seat belt properly while the bus is in operation.

Consequences for Failure to Wear a Seat Belt:

- **1st Violation:** Verbal warning
- **2nd Violation:** Three (3) day suspension from bus transportation
- **3rd Violation:** Removal of transportation privileges

Any malicious attempt to harm or destroy District equipment or transportation materials is prohibited. Restitution for costs associated with restoration or replacement may be required. All chaperones must be approved by the campus administrator and will have had a completed criminal record check. Chaperones may ride only when there is adequate seat space as determined by a school administrator. (Volunteers must attend an orientation, which is held on each BISD campus).

Campus Behavior Coordinator (CBC)

In accordance with Texas Education Code § 37.0012, each campus in the district designates a Campus Behavior Coordinator (CBC). The CBC is responsible for overseeing all student discipline and ensuring the consistent implementation of the district's Code of Conduct.

The Campus Behavior Coordinator serves as the primary point of contact for matters related to student behavior and discipline, including removals from the classroom, suspensions, placements in alternative education settings, and other disciplinary actions.

Secondary Campuses	Campus Behavior Coordinator
Haltom Middle - 041	Jeremiah Pena
N. Oaks Middle - 044	Todd Hayes
N. Richland Middle - 042	Blythe Smith
N. Ridge Middle - 047	Ermela Jennings
Richland Middle - 043	Tom Ryan
Smithfield Middle - 046	Brian Lilly
Watauga Middle - 045	Gary Chipman
Birdville High - 010	Jennifer Beasley
Haltom High - 001	Michael Garcia
Richland High - 002	Marcus Ysasi
Griggs High - 012	David Glenn
BCTAL - 980	Joe Rocker
DAEP	Alan Wallace
Collegiate Academy- 014	Jennifer Cruze

Care of Buildings and Grounds

Every student has an obligation to keep our buildings, equipment, and grounds looking their best. Parents or guardians shall be responsible for damages done by their student to school property, and students must reimburse the school for all damages. The student will also be subject to disciplinary actions.

Care of School Property

Students are responsible for the proper care of all supplies, books, lockers, uniforms, and furniture furnished by the school. Students who lose, disfigure, break, or damage school property or equipment may be required to pay for the damages and/or may be subject to additional disciplinary actions.

Cheating/Plagiarism

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating, and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. A campus administrator who has reason to believe a student has engaged in cheating or other academic dishonesty will determine the consequences to be assessed. All incidents of cheating must be reported by the teacher to campus administration and must be investigated by campus administration.

Child Find/Students with Learning Difficulties

BISD provides services for students with disabilities from ages 3 to 21 years of age and for children birth to 21 years of age with visual or hearing impairments. A student or parent with questions about eligibility requirements and services offered should contact the office of Specialized Services and Supports.

Special Education Referrals

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the District or charter school 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 to evaluate the student. 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 a district or charter school 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 30th 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 or charter school must give the parent a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals

The campus Principal is the designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education.

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 a parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

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

Additional Information

The following websites provide information and resources for students with disabilities and their families.

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

Child Nutrition

BISD participates in the National School Lunch and Breakfast Program. BISD offers healthy meals every school day. A student may qualify for free or reduced-price meals. Complete a free/reduced lunch application (online or paper form). BISD operates a closed campus lunch. Students at all grade levels are expected to eat lunch on campus. If a student should be delayed or miss breakfast or lunch for any reason, the student should immediately notify an administrator so that the nutritional needs of the students are met.

Every student in BISD has a student nutrition account. Parents may view their student's balance, purchase history and put money directly into their student's account by logging onto Mypaymentsplus.com. Money in the student's account will allow them to purchase meals and a la carte items.

Charge Policy- Students need proper nutrition to help them focus and participate in their daily classroom activities. Students, however, may not have the money in hand to pay for school meals. BISD meal charge policy institutes a grace period of up to an $11 negative balance for students who have exhausted funds. Students may only charge reimbursable meals up to a negative balance of $11. No a la carte items may be charged. If the negative balance exceeds the $11 limit, an alternative meal will be given consisting of a: cheese sandwich, fruit, and milk.

Once the student's account reaches a negative balance, the parent or guardian will be notified by any of the following ways until the account balance is positive again. Emails will be sent one day a week from the school cafeteria. Phone calls, emails and texts will be made twice a week from the central office. Letters will be sent as deemed necessary from the school cafeteria.

Closed Campus

All District school campuses are closed campuses. Closed campus shall be enforced from the time the student reaches the campus until they have completed their regularly scheduled day. Any student who leaves campus without office permission will be considered truant. This includes leaving the building to go to the parking lot.

Picture identification is required to sign out any student. Only persons whose names appear on the STUDENT ENROLLMENT FORM or emergency card will be permitted to sign out students.

Closed Campus Lunch

BISD operates a closed campus lunch. Students at all grade levels are expected to eat lunch on campus. Students who leave campus without permission are subject to disciplinary action

Clubs and Organizations

Student clubs and performing groups such as academic, band, choir, athletic, and career and technology organizations may establish rules of conduct – and consequences for misbehavior – that are stricter than the general school conduct rules. If an infraction is also a violation of school rules, consequences specified by the school shall apply in addition to any consequences specified by the organization. All official clubs shall have one or more faculty sponsors and a copy of an approved charter/bylaws filed with the campus principal.

College Days

A student is allowed up to two (2) days during their junior year and up to two (2) days during their senior year to visit an accredited institution of higher education. These visits will be considered excused absences if the student brings back documentation of attendance from the accredited institution of higher education.

Note: Absences for college visits will count toward the total days absent and against perfect attendance when determining exemptions.

Conferences

Parent-teacher conferences are an important link in the educational process. Conferences can be initiated by a parent, teacher, or student. All parent conferences should be scheduled through the school office. In order for a conference to be productive, teachers need adequate time to gather important student information, and conferences must be scheduled during the teacher's conference period.

Students and parents may expect teachers to request a conference if: 1) The student is not maintaining passing grades or achieving the expected level of performance, 2) The student presents any other problem to the teacher, or 3) In any other case the teachers consider it necessary.

Conflict Resolution

Students may experience conflict with other people during their school years. The following recommendations may assist students in following a logical sequence if a conflict arises:

Conflict with Another Student

- If the conflict is not violent, the student may attempt to discuss the issue with the other student or may contact the school counselor if assistance is needed.
- If the other student is violent, the student should ask for assistance from teachers, parents, and/or school principal.
- The student should avoid the other student until the conflict subsides.

If the other student threatens violence or commits a violent act, the student should contact the police, parents, and the school principal.

Conflict with School Personnel

- If a student has a conflict with a school employee, the student should attempt to discuss the concern with the employee.
- If the student cannot discuss the issue with the employee, the student should contact the campus principal, school counselor, or parents for assistance.
- If a student believes a school employee is violating school rules or the law, the student should contact their parents and the campus principal.

Conflict with School Rules or School Procedures

- If a student believes that a school rule or procedure violates the student's constitutional right or is unfair, a student's first contact is with the school principal. Following that contact, if a student still disagrees, the student should contact parents for assistance.
- If the student and parent cannot resolve the matter at the campus level, they should contact the Office of Student Services (817-547-5790) for guidance.

Counseling Services

Professional School Counselors and Crisis Intervention Counselors are available on every secondary campus to guide students toward success in the areas of academic achievement, personal and social development, and college and career awareness. Professional Secondary School Counselors work as a team with school administration, campus Crisis Intervention Counselors, and school staff to develop counseling programs unique to the needs of students on their campuses. Counseling services are generally provided in the areas of individual planning, as well as large and small group guidance. Professional School Counselors and Crisis Intervention Counselors also coordinate services with other campus professionals and community resource personnel to meet the needs of students at risk. All school counselors abide by the state professional code of ethics. Counseling services are available to any student unless specifically prohibited by written request from a parent or legal guardian. Parents and legal guardians with any questions regarding BISD counseling services or strong character development curriculum are encouraged to contact the school counseling office. Additional BISD counseling services, including scholarships, parent education, financial aid, are available on the BISD website under Counseling Services and in the district and campus offices.

Credit by Examination

BISD offers credit by examination for students in two different circumstances: Credit by Examination (without prior instruction), and Credit by Examination (with prior instruction). Specific guidelines for each program must be followed as indicated below:

Credit by Examination (without prior instruction)

BISD offers secondary students the opportunity to receive credit for courses required for middle school promotion or high school graduation. The student must be enrolled in a BISD school and must not have previously enrolled in the course (received prior instruction). Secondary students who desire to use the examination procedure to show mastery for specific required courses must also make a score of eighty (80) or higher on the examination for acceleration.

There is an established testing schedule for credit by examination (without prior instruction), and tests are administered only on the scheduled testing dates. The dates may be accessed through the Advanced Academics Office (817-547- 8924) or the Advanced Academics website.

Credit by Examination (with prior instruction)

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the district from a non-accredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit or a final grade because of excessive absences [see FEC].

The Board-approved examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures. Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate District employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course.

Any student who has failed a course may take credit by examination to retrieve if that student meets following criteria:

a) the student failed the course with a grade of at least sixty (60) or
b) in the case of excessive absences, the attendance committee has granted approval to take the exam. A grade of seventy (70) or higher is required to earn credit for the course in which the examination was attempted. Further information may be obtained in the counseling office at each campus. Please note that if the subject is an EOC course, the EOC assessment is still required.

Custody Issues

Parents are urged to resolve their children's custody issues through the legal system and not through the school system. The schools will use the following process to determine who will have access to the child:

1. Student Enrollment Forms – This form is used to enroll the students and is the first indicator of access and emergency contact with a child.
2. Birth Certificate – If a parent on the birth certificate but not on the STUDENT ENROLLMENT FORM requests access to a child, the school will inform the parent who enrolled the child and requested consent before the parent is given access to the child.
3. If the parent who enrolls the child does not give consent, then a copy of the latest Divorce Decree or Paternity Decree will be requested from both parents. The campus staff will do their best to implement the latest court document.
4. Executive Decree/Paternity Decree – If a resolution is still not possible, the school will work with the Director of Student Services, who may involve BISD's attorney, parents, and the parents' attorneys in order to determine what access will be in the best interest of the child. If consent cannot be gained, the school district may refer the parents back to the legal system for resolution.

These Custody Guidelines do not limit the birth parents' FERPA rights unless the Court has severed those rights.

Distribution of Literature to Students

BISD no longer distributes flyers or literature directly to students but through a paperless process from an outside source. See www.peachjar.com for complete details.

Dress and Grooming

The district's dress code, at all grade levels, is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students shall be dressed and groomed in a manner that is clean and neat, and that will not pose a health or safety hazard to themselves or others.

Modes of dress or grooming judged to be disruptive or potentially disruptive to normal school operations or considered a health or safety hazard are strictly prohibited. The district prohibits pictures, emblems, tattoos, or writing on clothing that is lewd, offensive, vulgar, or obscene; that depict the occult; that represent gang membership; or that advertise tobacco products, alcoholic beverages, drugs, or any other substance, object, or activity prohibited by law, BISD Board Policy, Student Code of Conduct, or other district rule.

In addition to the specific restrictions in the Dress Code, the district prohibits any clothing or grooming in the judgment of the principal or principal's designee that may reasonably be expected to cause disruption of or interference with normal school operation. See Code of Conduct for complete dress code.

Electronic Devices

Electronic Devices and Technology for Learning

Birdville ISD provides technology to support teaching, learning, creativity, communication, collaboration, and responsible digital citizenship. Technology is a learning tool. It should help students think more deeply, create more effectively, solve problems, receive feedback, organize their learning, and demonstrate understanding.

Technology should not replace student thinking, teacher instruction, reading, writing, discussion, research, problem-solving, hands-on learning, or academic integrity. Students are expected to use district devices, digital tools, and approved artificial intelligence tools only for educational purposes and only in ways directed by the teacher or campus administrator.

Chromebook Qualifications, Chargers, and Guidelines

Students in grades 6-12 are issued a district Chromebook and charger for instructional use at school and at home. The Chromebook remains the property of Birdville ISD and is assigned to the student by asset tag and serial number.
Students are expected to:

- Bring their fully charged Chromebook to school each day.
- Use only the Chromebook assigned to them.
- Use their Birdville ISD account for schoolwork.
- Save school files in their Birdville ISD Google Drive.
- Follow teacher directions for when and how technology is used during class.
- Report damage, loss, theft, or technical issues promptly to the designated campus staff member.
- Return the Chromebook, charger, and any issued accessories when withdrawing, graduating, or when requested by the district.

Students may be held responsible for loss, theft, damage, or failure to return district equipment, in accordance with district procedures.

District Student Device Website

Please visit the BISD Student Devices Chromebook website for information about Damaged, Lost, or Stolen Device replacement and fees, Use Agreements, Expectations, and Student Guide: go to www.birdvilleschools.net/departments/technology > +Student Devices.

Student Chromebook Information -
Device Guidelines, Procedures, & Expectations

Review and Agreement

The BISD Student Handbook references the contents of this guide. Acknowledging the receipt, review, and acceptance of the student handbook also assumes review and acceptance of the contents of this *Parent and Student Technology Equipment Use Agreement, Expectations, and Guide*

Student Devices

All students will be assigned a Chromebook and 1 Charger

What is a Chromebook?

A Chromebook is a netbook or small laptop that runs Google Chrome OS as its operating system. Chromebooks are designed to be used while connected to the internet and support applications like Google Docs on the Web rather than traditional PC applications like Microsoft Office and Photoshop on the machine itself. They are lightweight, usually operate on a Wi-Fi network, and typically come with integrated webcams and microphones, making them well-suited to use in any location with internet access.

Receiving your Mobile Device

Checkout

K-5 devices will be checked out to each classroom for student use during the school day.

Each 6-12 student will be assigned a Chromebook on their campus. Student devices are assigned to each student by asset tag and serial number. Students should only use the device currently checked out to them.

Note: If the Chromebook you are issued is damaged, you must notify your campus library or the Technology department within 24 hours of receiving the device. Otherwise, you can be held financially responsible for the damage.

Device Ownership and Return

While enrolled in Birdville ISD, the district maintains ownership of the device.

When a student withdraws or graduates from the district, the device, with all issued power cords and/or accessories, must be returned to their home campus or the Technology Department. If the device is not in working order or requires repair, the terms in this guide's ‘Repairing or Replacing Your Device’ section will apply.

Students may be required to turn in their mobile device(s) for maintenance or inspection if requested by the district, campus, department administration, or the Technology Department.

Failure by students to return the equipment will be considered unlawful appropriation of District property. Using your Mobile Device

Responsible Use Guidelines

Students must adhere to the Birdville ISD Responsible Use Guidelines and this Chromebook Agreement document, regardless of where they use their Chromebooks and the source of the internet connection.

Secondary Students - At School

The Chromebook is intended for use at school each day. Unless their teacher advises otherwise, students must bring their fully charged Chromebooks and chargers to all classes. While in class, students are expected to comply with all school rules, policies, and teacher directives when using their Chromebooks.

Loaner Chromebooks

Students are responsible for bringing their fully charged Chromebooks and chargers to school daily. Limited loaner Chromebooks are available at each campus.

Loaner devices may be issued to students when their devices are being repaired. This will only be possible if loaner units are available. The availability of a loaner device cannot be guaranteed.

Secondary Students - At Home

Students can use their Chromebooks at home and outside of school. A Wi-Fi internet connection is required for Chromebook use. Students are bound by the Birdville ISD Responsible Use Policy and this Parent and Student Equipment Use Agreement and Guide, regardless of where they use their Chromebooks and the source of the internet connection.

File Management

Students will save files to their Birdville ISD Google Drive. Saving to Google Drive makes files accessible to students from any computer with internet access. Some files may be stored locally on a Chromebook, but this practice is highly discouraged. Local storage capacity on Chromebooks is extremely limited, and should the device have to be repaired/replaced, any files stored locally will likely be lost. Ultimately, the district will not be responsible for the loss of any student work.

Taking Care of Your Mobile Device

Students are responsible for the general care of the device and charger issued. Devices broken or failing to work properly must be immediately taken to the designated staff at each member/location at each campus, where they will be logged for repair or replacement.

Do not attempt to repair a damaged device by yourself, a family member, or a 3rd party repair shop. Please return the device to your Librarian or Administration. If a loaner device is needed, one may be issued until the student's device can be repaired or replaced (subject to loaner availability).

General Care Practices

- Avoid food or drink near your device.
- Insert charging cords and cables carefully into your device.
- Do not place objects (light or heavy) on top of the device and avoid applying pressure.
- Do not sit or stand on the device.

- Avoid applying pressure on the screen.
- Chromebooks should never be exposed to extreme temperatures or direct sunlight for extended periods of time. High and low temperatures in a vehicle may damage the device.
- Only carry your Chromebook when it is closed. Close the lid and transport carefully, using two hands or in a backpack.
- Make sure no objects are on the keyboard when closing the device.
- Do not disassemble your Chromebook to attempt repairs. Attempting such repairs creates a safety hazard and will void any warranty or insurance coverage for the device.
- Do not attempt to remove or damage the device asset tag or any other forms of identification placed on the device. These must be left undamaged.
- Always keep the Chromebook clean and free of markings. Placing stickers, writing, or drawing on, marking, engraving, or otherwise defacing the device or case, if one is given, is prohibited and can result in damage costs, loss of privileges, and disciplinary consequences.
- Clean the device with a soft, dry microfiber cloth – do not use cleaning solutions or wipes.

Cases

While not all district mobile devices are currently equipped with protective cases, they will be as time and resources allow.

If a district Chromebook is equipped with a case, the device should always be used with the case applied.

It is prohibited to remove the protective case for any reason other than administering, repairing, or servicing the device by authorized personnel.

Although the cases are designed to help protect the Chromebooks, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect their device. Regardless of whether a device is used with a protective case/carrier, students are still responsible for taking good care of their assigned device and adhering to the terms of this document.

Charging

Students in grades 6-12 are responsible for bringing their devices to school daily, 100% charged and ready to use.
Devices may be charged at school, provided time and resources are available (e.g., sufficient charging carts, cords, or outlets in each classroom). Secondary students should not assume they will have ample time or resources to charge their devices at school. The teacher is not responsible for accommodating students who do not properly manage their device charge.

Screen Care

Chromebook and laptop screens can be damaged by heavy objects, rough treatment, certain cleaning solvents, and other liquids. They are particularly sensitive to damage from excessive pressure.

Do not press on the top of a Chromebook or laptop when it is closed, and do not carry the device by the screen when it is open.

Heavy objects should never be placed or stacked on top of your Chromebook. This includes, but is not limited to, books, musical instruments, and sports equipment.

Do not store the Chromebook with the screen open.

If equipped with a protective case, do not place anything in the protective case that will press against the cover.

Make sure there is nothing on the keyboard before closing the lid.

Do not use the Chromebook as a file folder. Staples and paper clips can crack the screen. Clean the screen with a soft, dry microfiber or anti-static cloth.

Asset Tags and Identification Labels

All Chromebooks and laptops will be labeled with a district asset tag.
Asset tags and any form of identification label must not be removed, modified, or tampered with in any way.

Storing Your Mobile Device

Chromebooks should be securely stored when not in use. Nothing should be placed on top of the Chromebook or laptop in storage.

Under no circumstances should a Chromebook be left unsecured in unsupervised areas. An unsupervised area is considered any area that is not locked and secured or without supervision.

If found, unsupervised Chromebooks can be taken by staff to the campus Principal or the BISD Technology Department.

In addition, Chromebooks should never be left unattended with a user account logged into the device and/or applications open. This is a serious security issue. Someone can access your information and data they are not entitled to or authorized to view. Do not make it easy for anyone to access your sensitive and important data!

BISD is not responsible for the safekeeping and protecting Chromebooks that are not secured in the assigned stations or appropriate areas.

Software and Filtering

Every effort will be made to ensure Chromebooks and laptops are running the latest Google Chrome Operating System (Chrome OS), as applicable. However, it is possible the device issued may not be current with the latest Chrome OS release. The Chrome OS will automatically install updates as they are released by Google. Chrome updates often require a restart to take effect.

The district employs a centralized management system to change security settings, update software, and add or remove Chromebooks. Students are prohibited from disabling, modifying, circumventing, or altering management settings or content filters.

Content Filter

BISD utilizes an internet content filter for:

1. Compliance with the federally mandated Children's Internet Protection Act (CIPA).
2. To protect BISD devices from malicious content that poses a risk to the operation of our devices and the BISD network.
3. To keep BISD students safe.

All BISD Chromebooks, regardless of physical location (in or out of school) and internet connection, will have internet activity filtered and monitored.
Despite using an internet content filter, BISD cannot guarantee that all controversial or inappropriate materials will always be blocked.

Contact with inappropriate content:

- If a student encounters inappropriate material, they should report it to an adult.

Personalizing your Chromebook

Students may personalize their devices through device settings to the extent device management permissions allow, provided the modifications are appropriate and inoffensive. Misuse of these settings can result in revocation of device privileges.

Students are not permitted to download and install apps/extensions on district Chromebooks. Any apps/extensions desired for instructional purposes must be requested through classroom teachers or campus instructional staff (e.g., Instructional Facilitators and Library Media Specialists). Approved apps/extensions are then coordinated with the Technology department for deployment to students' Chromebooks.

Note: Parents and students cannot use personal email accounts on district devices assigned to students. District devices will only permit the use of birdvilleschools.net accounts.

Responsibility for Content Stored on Your Assigned Device

Students are responsible for the content stored on their assigned devices. Stored content is expected to be related to academic pursuits. Content that is offensive and prohibited by the BISD Responsible Use Policy or violates federal, state, or local laws can result in confiscation of the device, loss of network privileges, and possible legal action.

Devices will be assigned to a specific user (staff member or student). End users are ultimately accountable for all content logged under their account credentials. Never allow someone else to use your device when logged in with your account.

Repairing or Replacing Your Device

Protection / Insurance Plans

Please note that the protection plan covers only one Chromebook per student annually for secondary students only. Elementary students are exempt from paying for a protection plan, as the replacement cost remains fixed at $25.

Birdville ISD offers an optional protection program that reduces the cost of Chromebook repair and replacement by 50% per year.

Free and reduced students are automatically enrolled, and non-free and reduced students can enroll for $25 (not to exceed $50 total for families with 3 or more students enrolled in the district). If the student does not enroll, the student is responsible for the full price of repair costs.

Birdville ISD does not cover the loss of the Chromebook and/or its accessories, cosmetic damage, or damage caused by intentional misuse and/or abuse. Students will be held responsible for the full cost of intentional damage to their device. This includes breaking any part of the device, charger, or case.

Repair Procedures

Birdville ISD does not charge a usage fee for district Chromebooks or laptops.
If the student's Chromebook is properly cared for, the student will not have to pay any money out of pocket for using the device. In the event of damage to or hardware malfunction of the device, the following procedure will apply:

Secondary Campuses

Return the device to the library. The receiving party (librarian, library assistant, or student assistant) will immediately update Focus to reflect the student's device.

If one is available, a loaner device will be issued to the student. If repair or replacement is needed due to malicious damage, the school may refuse to provide a loaner or reissue a device.

Students are notified via their campus Chromebook Coordinator when their device is ready for replacement. Replacement devices should be picked up in the designated area at each campus. The loaned device should be exchanged for the replaced device, including any power cords/chargers.

A repaired device may need to be restored to its original settings, in which case, locally stored files may not be recoverable.

Repair Costs

Repair costs apply only to secondary students. Parents or students must pay the repair fees through RevTrak, the District’s online payment system. To do so, please click on the Student Chromebook tab, complete the required information, and submit the appropriate payment.

Device Incidental Repair Costs

The cost for device repair due to incidental damage will be a full repair cost.
However, if enrolled in the optional protection program, it will be 50% of the cost of repair. Examples of incidental damage include, but are not limited to:

Damage	**With Program/Without Program**
Screen Damage	$60/$120
Housing/Hinge Damage	$60/$120
Broken keyboards	$40/$80
Device Port Damage	$20/$40
Protective case	$30/$60

The cost of repairing or replacing a device or accessory due to intentional loss will be the full replacement cost of the device or component, even if the student is enrolled in the optional insurance program.

Chromebook replacement - $400

Component/accessories charges are as follows:

- Charger replacement - $25
- Asset Tag - $15
- Liquid Damage - $60
- Cosmetic Damage - $15

Frequent 'Incidental' Damage

Repeated Incidental damage may be considered as intentional damage. Under such circumstances, repair or replacement costs can be assessed as intentional or loss. 'Frequent or repeated' can be considered 3 or more repair incidents under any duration by the same student.

If a student intentionally damages 2 devices within a school year, campus or district administration may revoke their device usage privileges if deemed necessary.

The campus or district administration will make the final determination of whether the frequency of damage is incidental or intentional.
If deemed necessary, device use under these circumstances can be revoked by campus or district administration.

Theft of a Device

In the event of device theft, a police report must be filed as soon as possible
after determining the theft. Replacement for theft of the device will be assessed on a case-by-case basis and will be at the discretion of the campus principal and/or district administration.

Lost Device

Replacement for lost or stolen devices will be assessed on a case-by-case basis and will be at the discretion of the campus principal and/or district administration.

Related Documents
BISD Responsible Use Policy: Birdville Responsible Use Guidelines
RevTrak: (https://birdvilleisd.revtrak.net/)

Cell/Smart Phones

Purpose and General Guidelines

In accordance with House Bill 1481, students are prohibited by state law from using personal communication devices while on school property during the school day. This includes all class time, lunch, and passing periods. This regulation outlines the procedures and consequences for the use of personal electronic communication devices, including cell phones, laptops, smartwatches, or any other electronic device capable of telecommunication or digital communication during the school day on all K–12 campuses in the district.

- Students must store their personal communication device(s) powered off while on school property during the day.
- Students must keep such devices in purses, backpacks, or bags when they are on school property during the school day.

Enforcement and Confiscation Procedures

- **First Offense:** Verbal warning

- **Second Offense:** The device is confiscated and stored in the assistant principal's office. The student may retrieve it at the end of the day. At the end of the school day, the teacher contacts the parent/guardian.

- **Third Offense:** The device is confiscated and stored in the assistant principal's office. Only the parent or guardian may retrieve it, and a campus administrator contacts the parent or guardian at the end of the school day.

- **Fourth Offense:** The device is confiscated and stored in the assistant principal's office. Only the parent or guardian may retrieve it, and the administrator contacts the parent or guardian. The student is not allowed to bring their phone to school for a specified period. If the student walks to school, they will be required to check their device daily at the front office for a specified period. The administrator contacts the parent/guardian. Additional disciplinary actions will occur.

- **Fifth Offense and after:** The device has been confiscated. The parent must retrieve it. It will no longer be permitted on campus. The administrator will develop an alternative device plan with the parent/guardian. Additional disciplinary actions will be taken.

- **Refusal to Surrender a Device:** Students who refuse to turn over a device will be subject to disciplinary consequences as outlined in the Student Code of Conduct. A written referral will be issued, and an administrator will intervene.

Devices will not be treated as separate categories; all infractions will accumulate regardless of the type of device involved. For example, if a student's first violation involves a cell phone and the second consists of a smartwatch, it will still be considered the student's second offense. The type of device does not affect the progression of disciplinary actions.

Special Circumstances

Students with a documented medical need or 504/SPED accommodation requiring device usage will be allowed access as outlined in their plan. Any audio/video recording of individuals on campus without express consent is prohibited and may result in disciplinary action.

Progressive Discipline

As outlined in the BISD Student Code of Conduct, students may be subject to further disciplinary actions starting with the third offense.

Review and Revisions

This regulation shall be reviewed and revised as necessary to address mitigating circumstances, changes to district policy, legal guidelines, or the adoption of emerging technologies in educational settings.

Content Filtering

Birdville ISD provides filtered Internet access and monitors user activity on the district's network, including sites visited, content viewed, and communications sent and received. The district may examine a student's personal device and search its contents if there is a reason to believe that school policies, regulations, or guidelines regarding access to the network or use of the device have been violated per Student Code of Conduct.

Consequences for Responsible Use Violation

In accordance with the Birdville ISD Student Handbook, violations of the Responsible Use Guidelines or the Chromebook Agreement may result in withdrawal of privileges, school disciplinary action, and civil and/or, criminal prosecution. Students and their parents should be aware that e-mail and other electronic communications and, if applicable, using district provided resources are not private, will be monitored by district staff, and are subject to Open Records requests.

District employees may confiscate any electronic communication device if it clearly is not being used as an educational device in the classroom. If an electronic communication device is confiscated it shall be handed over to the campus administration, no later than the end of the teacher's workday. Parents shall be notified within two school days after the electronic communication device is confiscated with an explanation for the confiscation. The electronic device may be returned to either parent or the student.

Students who violate any aspect of the Electronic Devices handbook policy shall also be subject to the disciplinary measures outlined in the Code of Conduct.

Student Agreement for the Responsible Use of District Technology's, Digital Resources, and Electronic Communications Systems

Birdville ISD provides students with access to technology, digital resources, and electronic communication systems to support meaningful learning. District technology may include, but is not limited to, Chromebooks, iPads, computer workstations, district accounts, Google Workspace for Education, instructional applications, library databases, online learning platforms, approved artificial intelligence tools, email, collaboration tools, Wi-Fi, internet access, and other digital resources designated for student use.

Technology in Birdville ISD is used to strengthen learning, not replace it. Students are expected to use technology when it supports deeper thinking, research, reading, writing, problem-solving, collaboration, creativity, productivity, feedback, communication, and demonstration of learning. Technology should help students ask better questions, organize ideas, practice skills, create original work, evaluate information, and share learning in responsible ways.

Use of District technology, accounts, networks, and digital resources is a privilege and must follow the Student Handbook, Student Code of Conduct, campus expectations, teacher directions, and all applicable laws and District policies. This agreement applies whenever students use District technology resources, whether on campus, at home, on District transportation, near school property, or at school-sponsored activities. It also applies when students use personally owned devices on campus, during school activities, or while connected to District systems or networks.

Students and parents should understand that use of District technology, District accounts, District networks, email, electronic communications, digital documents, online activity, and other District-provided resources is not private. The district may monitor, access, review, and retain student use of District systems, accounts, devices, and networks. Electronic communications and records may also be subject to public information requests, subpoenas, investigations, or other legal requirements.

Birdville ISD uses filtering, monitoring, and security tools to help protect students and the district network. Although the District makes reasonable efforts to provide a safe digital learning environment, no filtering system can block all inappropriate or harmful content. Students are responsible for following expectations, making safe choices, and reporting inappropriate content, unsafe behavior, security concerns, or accidental access to inappropriate material to a teacher, administrator, librarian, or other trusted adult.

Student Responsibilities and Digital Citizenship Agreement

- As a Birdville ISD student, I agree to use technology in ways that support learning, safety, integrity, and respect.
- I will use District technology, networks, accounts, digital tools, and software for school-related learning and approved educational purposes.
- I will follow teachers' and campus directions about when technology should be used and when it should be put away.
- I will use technology to support deep learning, productivity, creativity, collaboration, communication, problem-solving, and critical thinking.

- I will do my own thinking. I will not use technology, online resources, or AI tools to avoid reading, research, writing, practice, problem-solving, or other learning responsibilities.

- I will use only District-approved tools, apps, extensions, websites, and AI resources for school assignments unless a teacher or administrator gives permission.

- I will protect my personal information and the personal information of others. I will not share addresses, phone numbers, passwords, private photos, location information, personal schedules, student records, or other private information.

- I will keep my usernames and passwords secure. I will not share my login information, use another person's account, or allow someone else to use my account.

- I understand that I am responsible for activity that occurs under my District account or on a device assigned to me.

- I will respect other students, staff, and community members when using technology. I will not use technology to bully, harass, threaten, embarrass, impersonate, exclude, or harm others.

- I will not take, post, share, or record audio, video, images, screenshots, or personal information of students or staff without permission and a legitimate school purpose.

- I will respect the work and ideas of others. I will give credit for words, images, media, code, data, music, video, and ideas that are not my own.

- I will follow copyright, fair use, citation, and academic integrity expectations.

- I will use artificial intelligence responsibly when it is allowed by my teacher. I may use AI to brainstorm, plan, study, practice, receive feedback, organize ideas, compare information, create study supports, or improve my thinking.

- I will not use AI to copy full answers, generate entire assignments, replace my own thinking, or turn in AI-generated work as my own.

- I will be clear about when and how I used AI if my teacher asks or if AI contributed to my work. This may include naming the tool, explaining how I used it, sharing my prompt, or identifying what parts of the final work are my own.

- I will check information before I trust it. I understand that online tools and AI tools can make mistakes, invent information, show bias, or leave out important context. I will verify important information with reliable sources.

- I will not upload private information, personal student work, classmate work, confidential information, or images of others into AI tools or online platforms unless my teacher has approved it for an instructional purpose.

- I will take care of District devices and accessories assigned to me. I will bring my device charged and ready when required, store it securely, report damage or loss promptly, and avoid actions that could damage the device or charger.

- I will not attempt to bypass, disable, or interfere with District filters, monitoring tools, management settings, security systems, networks, or device restrictions.

- I will not install unauthorized apps, extensions, software, VPNs, profiles, or other tools on District devices or accounts.

- I will not intentionally access, alter, delete, copy, move, or share files, accounts, data, or digital content that belongs to another person or to the district without permission.

- I will report inappropriate content, unsafe online behavior, cyberbullying, security concerns, lost or damaged devices, or suspected misuse of technology to a teacher, administrator, librarian, or other trusted adult.

The Responsible Use Guidelines will be reviewed each school year along with students and teachers and will provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship, and ethical use of technology.

In accordance with the Children's Internet Protection Act, Birdville Independent School District educates staff and students regarding appropriate online behavior to insure Internet safety, including use of email and other online resources, and has deployed filtering technology and protection measures to restrict access to inappropriate content such as those that are illegal, harmful, or contain potentially offensive information. While every effort is made to provide the most secure and optimal learning environment, it is not possible to absolutely prevent access (accidental or otherwise) to inappropriate content. It is therefore each student's responsibility to follow the guidelines for appropriate and acceptable use.

Examples of Inappropriate Use

The following examples are not exhaustive. Students may receive consequences for any technology use that violates the Student Handbook, Student Code of Conduct, campus expectations, district policy, teacher directions, or the law.
Inappropriate use includes, but is not limited to:

- Using district technology, networks, accounts, or systems for illegal, unsafe, or non-school-related purposes.
- Accessing, creating, sending, posting, or sharing content that is abusive, obscene, sexually explicit, threatening, harassing, discriminatory, harmful, violent, or damaging to another person's reputation.
- Using technology to bully, harass, intimidate, impersonate, exclude, embarrass, or target another person.
- Recording, photographing, screenshotting, posting, or sharing images, audio, video, messages, or personal information of students or staff without permission.
- Sharing passwords, using another person's account, attempting to access another person's files, or allowing others to use your assigned account or device.
- Attempting to bypass or disable District filtering, monitoring, security, network, or device management systems.
- Attempting to hack, disrupt, damage, overload, or gain unauthorized access to District systems, accounts, devices, networks, or data.
- Intentionally introducing viruses, malware, spyware, or other harmful programs.
- Downloading, copying, plagiarizing, or sharing copyrighted or protected content without

permission or proper credit.

- Using AI, websites, apps, translation tools, calculators, or other digital resources in a way that violates assignment directions or misrepresents the student's own learning.
- Turning in AI-generated work, copied work, or another person's work as the student's own.
- Uploading private, confidential, or personally identifiable information into online tools or AI systems without approval.
- Using personal communication devices or personally owned technology in ways that violate state law, District policy, campus procedures, or teacher directions.
- Wasting District resources, including excessive printing, bandwidth misuse, storage misuse, or non-instructional use of District systems.

Review and Agreement

Responsible technology use is part of digital citizenship and academic integrity. Birdville ISD will review these expectations with students each school year and will provide instruction on safe, ethical, and effective technology use, including internet safety, privacy, information accuracy, digital communication, copyright, academic integrity, cybersecurity, and responsible AI use.
By acknowledging receipt and review of the Student Handbook, the student and parent/guardian acknowledge and agree to follow the expectations for responsible use of District technology, digital resources, and electronic communications systems.

Emergency School Closing/Delayed Opening Information

School closings or delayed openings because of cold or icy weather or hazardous road conditions are announced on the district's website, electronic newsletter, Facebook, Twitter, phone message to student homes, and local radio and television stations between 5:00 a.m. and 7:00 a.m.

Extracurricular Activities

Election Policy/Selected Positions such as Cheerleader/Mascot, Student Council, Class Officers, Clubs/Organizations, Pep Squad/Spirit Groups, Drill Team Members, and Officers in Auxiliary Groups:

Students shall be permitted to participate in extracurricular activities, subject to the following restrictions:

- During the initial six-week period of the school year, students shall have been promoted into the next grade level or shall have accumulated the required number of units toward graduation. (See the Promotion section of this handbook.)
- Following the first eligibility grade check after six weeks of school, student loss of eligibility will be governed by a district calendar developed using guidelines published in the University Interscholastic League Side by Side publication.

2026-2027 BISD Eligibility Calendar

BIRDVILLE ISD

2026-2027 BISD ELIGIBILITY CALENDAR											
Current Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
1st 9 Week Grading Period	8/12-8/14	8/17-8/21	8/24-8/28	8/31-9/4	9/8-9/11	9/14-9/18 9/18 - UIL 6 WEEK GRADE CHECK	9/22-9/25 9/25 - STUDENTS LOSE ELIGIBILITY	9/28-10/2	10/5-10/8 10/8 -END 1ST QUARTER		40 Instructional Days
2nd 9 Week Grading Period	10/14-10/16 10/15 - STUDENTS GAIN/LOSE ELIGIBILTY	10/19-10/23	10/26-10/30 10/30 - 3 WEEK GRADE CHECK	11/4-11-6 11/6 - STUDENTS REGAIN	11/9-11/13	11/16-11/20 11/20 - 3 WEEK GRADE CHECK	11/30-12/4	12/7-12/11 12/7 -STUDENTS REGAIN	12/14-12/17 12/17 - END 2ND QUARTER		42 Instructional Days
3rd 9 Week Grading Period	1/6-1/8	1/11-1/15 1/13 - STUDENTS GAIN/LOSE ELIGIBILITY	1/19-1/22	1/25-1/29 1/25 - 3 WEEK GRADE CHECK	2/1-2/5 2/1 - STUDENTS REGAIN	2/8-2/10	2/16-2/19 2/16 - 3 WEEK GRADE CHECK	2/22-2/26 2/23 - STUDENTS REGAIN	3/1-3/5	3/8-3/11 3/11 - END 3RD QUARTER	45 Instructional Days
4th 9 Week Grading Period	3/22-3/25	3/29-4/2 3/29 - STUDENTS GAIN/LOSE ELIGIBILITY	4/5-4/9 4/9 - 3 WEEK GRADE CHECK	4/12-4/16 4/16 - STUDENTS REGAIN	4/19-4/22	4/26-4/30 4/30 - 3 WEEK GRADE CHECK	5/3-5/7 5/7 - STUDENTS REGAIN	5/10-5/14	5/17-5/21	5/24-5/27 5/27 - END OF 4TH QUARTER	42 Instructional Days

*Progress Reports/Grades are due by the end of the school day on the date in **RED** in accordance with UIL rules.

Weather make-up days 3/26 & 4/23

Blue = Date in red designates the time grades are locked/checked for UIL eligibility purposes

Red = students lose eligibility / unearned credit students may regain	**Green = students gain eligibility**	**Gold = students gain/lose eligibility**

The information contained in the 2026–2027 BISD Eligibility Calendar is provided below in an accessible text format for users of screen readers and other assistive technologies.

Revision Date: May 19, 2026

This calendar identifies UIL eligibility checkpoints, grading periods, STAAR End-of-Course (EOC) testing windows, and dates when students gain, lose, or regain eligibility.

- September 18, 2026 (UIL 6-week grade check) *** # %**
- September 25, 2026 (Students Lose Eligibility)
- October 8, 2026 – **End of 1st Quarter * #**
- October 15, 2026 (Students Gain/Lose Eligibility) **$**
- October 30, 2026 (3 Week Grade Check) *** #**
- November 6, 2026 (Students Regain Eligibility) **@**
- November 20, 2026 (3 Week Grade Check) *** #**
- December 7, 2026 (Students Regain Eligibility) **@**
- December 17, 2026 – **End of 2nd Quarter * #**
- January 13, 2027 (Students Gain/Lose Eligibility) **$**
- January 25, 2027 (3 Week Grade Check) *** #**
- February 1, 2027 (Students Regain Eligibility) **@**
- February 16, 2027 (3 Week Grade Check) *** #**
- February 23, 2027 (Students Regain Eligibility) **@**
- March 11, 2027 – **End of 3rd Quarter * #**
- March 29, 2027 (Students Gain/Lose Eligibility) **$**
- April 9, 2027 (3 Week Grade Check) *** #**
- April 16, 2027 (Students Regain Eligibility) **@**
- April 30, 2027 (3 Week Grade Check) *** #**
- May 7, 2027 (Students Regain Eligibility) **@**
- May 27, 2027 – **End of 4th Quarter * #**

STAAR End-of-Course Testing scheduled during Weeks 4–6 of the fourth grading period)

- April 12–30, 2027

Weather Make-Up Days 3/26/2027 and 4/23/2027

***** Progress Reports/Grades are due by the end of the school day on the date * in accordance with UIL rules.
# Dates when time grades are locked/checked for UIL eligibility purposes
% Denotes dates students lose eligibility/unearned credit students may regain
@ Students gain eligibility
$ Students gain/lose eligibility

2026-2027 Grade Reporting Dates

Semester 1 (August 12, 2026- December 17, 2026)

Term	Posting Window Open	Time	Deadline to Post Grades	Time	Last day to enter new assignment or major grades for grading term	End of Term	Eligibility Grade Pull	Admin Review	Publish Date
IPR 1 6TH WEEK ELIGIBILITY PULL	9/11/2026	12:00 AM	9/18/2026	5:00 PM	Sept 16th	09/18	09/18 @ 5PM	-	09/25 @ 8AM
Q1 08/12- 10/08	10/1/2026	12:00 AM	10/8/2026	5:00 PM	Oct 6th	10/08	10/08 @ 5PM	10/14 @ 12PM	10/16 @ 8AM
3RD WEEK ELIGIBILITY GRADE PULL	-	-	-	-	Oct 28th	-	10/30 @ 5PM	-	-
IPR 2	10/30/2026	12:00 AM	11/6/2026	5:00 PM	Nov 4th	11/06	-	-	11/11 @ 8AM
6TH WEEK ELIGIBILITY GRADE PULL	-	-	-	-	Nov 18th	-	11/20 @ 5PM	-	-
Q2 10/14 - 12/17	12/10/2026	12:00 AM	12/17/2026	5:00 PM	Dec 15th	12/17	12/17 @ 5PM	12/18 @ 12PM	01/08 @ 8AM

Transcripts unavailable to view in Focus 12/9/2026 - 01/08/2027

Semester 2 (January 6, 2027 - May 27, 2027)

Term	Posting Window Open	Time	Deadline to Post Grades	Time	Last day to enter new assignment or major grades for grading term	End of Term	Eligibility Grade Pull	Admin Review	Publish Date
3RD WEEK ELIGIBILITY GRADE PULL	-	-	-	-	Jan 21st	-	01/25 @ 5PM	-	-
IPR 3	1/22/2027	12:00 AM	1/29/2027	5:00 PM	Jan 27th	1/29/2027	-	-	02/03 @ 8AM
6TH WEEK ELIGIBILITY GRADE PULL	-	-	-	-	Feb 10th	-	02/16 @ 5PM	-	-
Q3 01/05 - 03/11	3/4/2027	12:00 AM	3/11/2027	5:00 PM	Mar 9th	3/11/2027	03/11 @ 5PM	03/12@ 12PM	03/25 @ 8AM
3RD WEEK ELIGIBILITY GRADE PULL	-	-	-	-	Apr 07th	-	04/09 @ 5PM	-	-
IPR 4	4/09/2027	12:00 AM	4/16/2027	5:00 PM	Apr 14th	4/16/2027	-	-	04/21 @ 8AM
6TH WEEK ELIGIBILITY GRADE PULL	-	-	-	-	Apr 28th	-	04/30 @ 5PM	-	-
SENIORS	5/17/2027	12:00 AM	5/24/2027	4:00 PM	May 14th	5/25/2027	-	-	-
Q4 03/22 - 05/27	5/20/2027	12:00 AM	5/27/2027	5:00 PM	May 15th	5/27/2027	05/27 @ 5PM	05/28 @ 12PM	06/04@ 8AM

Transcripts unavailable to view in Focus 05/17/2027 - 06/4/2027 As of 07/08/26

- A student ineligible to participate in an extracurricular activity, but who is enrolled in a state approved music course that participates in UIL Concert and Sight Reading Evaluation, may perform with the ensemble during the UIL evaluation performance. [TEA 76.1001 (a)(3)]
- Students who score below seventy (70) in any Advanced Placement, Dual Credit, Precalculus, Honors Precalculus, or Honors Anatomy and Physiology of Human Systems classes identified for no pass, no play exemption by Texas Education Agency (TEA) shall not be affected by eligibility guidelines or rules.
- Activity nights for middle schools may be held at school (not to exceed four (4) nights per year) for all students. Principals shall offer a variety of age-appropriate activities (i.e., checkers, table tennis, sock hop, volleyball) at each activity night.
- There shall be no formal dances or formal banquets on or off campus for middle school students.
- Flowers, corsages, or balloon bouquets shall not be delivered to students at school by parents, fellow students, or vendors. Homecoming corsages are not to be worn at the middle school campuses.
- All students in extracurricular activities must meet the standards in the Extracurricular Honor Code found in the BISD Code of Conduct section of this book.
- 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 in a school year a maximum of 18 extracurricular absences not related to post-district competition; and an unlimited number of absences for participation in post-district or state competition.

Federally Required Parental Inspection

Per Birdville ISD Policy, EFA (Legal), all instructional materials, including teacher's manuals, films, tapes, or other supplementary material, that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the United States Department of Education shall be available for inspection and by the parents or guardians of the children.

Fees

Materials that are part of the basic educational program are provided without charge to students. Students are expected to provide their own supplies of pencils, paper, erasers, and notebooks, and they may be required to pay certain other fees or deposits including:

1. Club dues and uniforms
2. Security deposits
3. Materials or supplies for a class or a class project that will remain the property of the student
4. Parking fees $50.00 for painted reserved parking spot, $30.00 for reserved spot and no charge for non-reserved spot. (high school only)
5. Student ID cards $10 annually (high school only)
6. Personal physical education apparel and athletic equipment. (Physical education students and middle school athletes shall provide their own towels)
7. Purchases of pictures, publications, class rings, etc.
8. Student accident insurance and insurance on school-owned instruments
9. Instrument rental and uniform maintenance
10. Computer lab disks
11. Fees for damaged school-owned property and equipment

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.

Field Trips

Eligibility for field trips will vary according to grade level and individual program requirements. The campus principal will make final decisions in regard to eligibility. Chaperones must be pre-approved prior to the field trip. This approval may take up to two weeks or more. Generally, the nurse does not go on field trips unless there are special education needs. Any special education need will be dealt with on a case-by-case basis.

Fundraisers

Student clubs, classes, organizations, and parent groups will occasionally be permitted to conduct fundraising drives. The campus principal or principal’s designee must give permission at least ten (10) days in advance.

Except as approved by the principal or designee, fundraising shall not take place on school property. Coordination of projects between school organizations, parent organizations, and the principal is expected to avoid duplication of efforts. Door-to-door selling by students is strongly discouraged.

Graduation

Graduation is determined by the completion of course credits with passing grades, passing state mandated tests, and appropriate attendance. Graduation is assured to any student that completes the requirements of the State of Texas and BISD with good behavior.

Graduation Ceremonies

Graduation ceremonies are provided by BISD. The ceremony is an attempt to honor graduates for their achievements. The high school principal is the final authority regarding which students are eligible to participate in the ceremony. If a graduate does not wish to be honored in the ceremony, the graduate may elect to receive the diploma through the mail. In no case is the graduation ceremony a property right of a student or a parent.

Physical Activity

Students in middle or junior high school will engage in thirty (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.

Requesting Physical Fitness Results

Annually, the district shall assess the physical fitness of students in grade 3 or higher in a course that satisfies the curriculum requirements for physical education under Education Code 28.002(a)(2)(C), using an assessment instrument adopted by the Commissioner. Parents may request, in writing, their child's physical fitness assessment results at the end of the school year. The results of individual student performance on the physical fitness assessment instrument are confidential and may be released only in accordance with state and federal law.

The district is not required to assess a student for whom, as a result of disability or other condition identified by Commissioner Rule, the assessment instrument is inappropriate. Each student must be assessed based on factors related to student health, including aerobic capacity; body composition; and muscular strength, endurance, and flexibility, unless a particular factor is inappropriate for that student because of a health classification defined in 19 Administrative Code 74.31[see EHAA].

Health Education

Per Senate Bill 283, TEC 28.004, Birdville ISD provides human sexuality instruction that is age appropriate to various grade levels. If human sexuality instruction is provided at your child's school, information will be sent home with your child with a summary of the material, a statement of the parent's right to review the materials and an option to remove the student without penalty. The Birdville ISD School Health Advisory Committee allows parents to be a part of the development of the health curriculum. If you would like more information, please contact the school nurse at your child's campus.

Students with Medical Restriction

A written explanation signed by the attending physician must be provided for any student under a physician's care for physical conditions that restrict participation in specific activities required for mastery/completion of a course/subject. The explanation should identify the student's condition, physical restrictions, and projected length of time before returning to normal activities.

Identification Cards – Middle School & High School

A current student identification card is required for each student attending class on the middle and high school level. A new identification card is purchased (Middle $5.00 High $10.00) at enrollment each school year.

The identification card shall be worn by students while at school and carried while attending any school-sponsored activity. The card must be presented to any school official upon request. Students not wearing or carrying proper identification are subject to disciplinary action. Lost cards can be replaced for $5.00.

Insurance

At the beginning of the school year, the district will make available to students and parents a low-cost student accident insurance program. The district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with injury. The district does not carry insurance on students. Before participating in school-sponsored athletics, students and parents may purchase the student accident insurance, show proof of insurance, or sign a form rejecting the insurance offer and acknowledge immunity of the district for any injury which may result from preparation for or participation in the activity.

Library Services

Each campus has a library in which students may check out library materials and access research and reference materials. Students are encouraged to make use of the print and non-print materials available in each campus library. However, students are responsible for the proper care and the prompt return of the materials they borrow and use.

Consequently, students are responsible for the replacement cost of any item borrowed if that item is lost or damaged beyond repair. Additionally, students in grades nine through twelve will be assessed a late charge of ten cents per day (to a maximum of $5.00) if the item borrowed is returned after the due date. Each student in grades nine through twelve will receive a "grace period" of two (2) days in which the item may be returned with no fine assessed.

Lockers

The lockers are the property of the school, and the school maintains control of the lockers and other school property at all times. Lockers and other school property may be subject to inspection and/or search at any time whether or not the student assigned to the locker is present.

Students may not change from their assigned locker without permission from a teacher and/or assistant principal. Locks are recommended for all secondary students. Students who use a lock must file a duplicate key or the combination with the assistant principal. The school is not responsible for lost or damaged items.

Mental Health Services

Consent, Opt-Out, and Refusal Rights

CONSENT TO INSTRUCTION ON PREVENTION OF CHILD ABUSE, FAMILY VIOLENCE, DATING VIOLENCE, AND HUMAN TRAFFICKING

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and human trafficking, the parent must give written consent. Parents can choose to opt in/opt out during the registration process.

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and human trafficking. The School Health Advisory Council (SHAC) makes recommendations for instructional resources, and the school board adopts the materials and determines the specific content of the instruction. In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of instructional materials, depending on the copyright of the materials. As required by law, any instructional materials in the public domain used in this instruction will be posted on the district's website,
- Remove his or her child from any part of this 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).

CONSENT TO PROVIDE A MENTAL-HEALTH CARE SERVICE

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The campus counselor will notify the student's parent/guardian within a reasonable amount of time after the counselor learns that a student has displayed early warning signs and provide information about available counseling options.

Campus staff are trained in the Multi-Tiered System of Supports (MTSS) and the counseling services referral process. Through this process, students with early warning signs of mental health concerns are identified. The campus works collaboratively with parents and staff to develop appropriate interventions to remove barriers to academic and mental health success.
The district has also established procedures for staff to notify the campus counselor regarding a student who may need intervention.

Campus counselors can be reached by calling the main line for your campus and asking to speak with a counselor. Counselors 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.

The mental health liaison can provide further information regarding district procedures as well as instructional resources. The mental health liaison can be reached at: michelle.broadwater@birdvilleschools.net or 817-547-5743. For further information, see Mental Health Support.

Parental Consent for Matters Involving Gender Identity and Social Transitioning

The district supports the rights of parents and guardians in making decisions regarding their child's upbringing and well-being. In compliance with state law, the following applies:

- School personnel will not encourage, promote, or facilitate social transitioning for any student without prior written parental consent.
- Social transitioning includes, but is not limited to, requests or actions related to changes in name, pronouns, attire, or access to sex-specific facilities.
- If a student requests to be identified in a manner inconsistent with district records, staff are required to notify campus administration.
- The school will then notify the student's parent or guardian before any action or change is taken by the school.

District staff may not withhold any information related to a student's gender identity, gender expression, or requests for social transitioning from a student's parent or guardian, except where required by law in cases of documented child endangerment.

Mental and Behavioral Health–Related Absences

Students may be excused for absences related to mental or behavioral health conditions. To be recorded as excused, the absence must be verified by a licensed mental health professional, including a:

- Physician
- Licensed Professional Counselor (LPC)
- Licensed Clinical Social Worker (LCSW)
- Psychologist

Verification must be submitted to the school's attendance office **within three school days** of the student's return.

If your child is experiencing mental health challenges, please contact the campus counselor or administrator for available resources and support. The district is committed to balancing student well-being with academic attendance requirements.

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

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children, which may be accessed at https://www.birdvilleisd.org/. Abuse includes physical, psychological, and emotional abuse. Trafficking includes both human and labor trafficking.

Duty To Report
Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

POSSIBLE WARNING SIGNS OF CHILD ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

Physical Abuse
Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

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

Sexual Abuse
Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse
Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss.

Neglect
Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking
Child trafficking of any sort is prohibited by the Penal Code. 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 contact victims online.

Possible warning signs of human 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
- 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
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children
A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose this abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County. Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252- 5400 or on the web at Texas Abuse Hotline Website.

The following websites include resources to help increase awareness of child abuse and neglect:

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children
- National Sexual Violence Resource Center
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

Counseling

The district has a comprehensive school counseling program that includes:

- Guidance resources 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.
- 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.

Academic

ELEMENTARY AND MIDDLE SCHOOL

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

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

HIGH SCHOOL

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

Each year, students in grades 5-12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

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

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

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

Personal Counseling
The crisis intervention and professional school counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with either counselor should make an appointment at the campus. As a parent, if you are concerned about your child's mental or emotional health, please speak with the crisis intervention counselor for a list of resources that may be of assistance. If your child has experienced trauma, contact the campus crisis intervention counselor or the district mental health liaison for more information.

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention.
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making.
- Substance abuse prevention and intervention.
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care.
- Positive behavior interventions and supports.
- Positive youth development; and
- Safe, supportive, and positive school climates

In Birdville ISD we employ a Multi-Tier Systems of Support framework to address the needs of the whole child. Specific programs utilized to support students' mental health include Lifelines, an evidenced based suicide prevention, intervention, and postvention program; Mental Health First Aid, a national program to teach the skills to respond to the signs of mental illness and substance abuse; Trust-Based Relational Intervention, an attachment-based, trauma-informed intervention educational program; Character Strong, a relationship building and positive behavior response program; and

Anonymous Alerts, an anonymous incident reporting system.

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 campus crisis intervention counselor for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

Parent Consent for Counseling Services

Birdville ISD Parental Consent for Counseling Service Form

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- **Victoria Small, Director of Health Services**
  - **at** victoria.small@birdvilleschools
  - 817-547-3800 (x11432)
- **Michelle Broadwater, LMSW, Assistant Director of Counseling Services & District Mental Health Liaison**
  - michelle.broadwater@birdvilleschools.net
  - 817-547-5743
- The local public health authority, ***Tarrant County Public Health***, which may be contacted at 817-248-6299
- The local mental health authority, ***My Health, My Resources***, which may be contacted at:
  - Mental Health Crisis: Call or text 800-866-2465
  - Other Mental Health Services- 817-335-3022.

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office.

- 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: the FFH series of policies
- Freedom from Bullying: FFI

Metal Detector Searches

In an effort to ensure a safe learning environment for all students, BISD reserves the right to conduct Metal Detector searches on a random basis at each campus.

Messages

In our effort not to interrupt teaching-learning time, only emergency messages will be delivered to students. Lunch money required homework assignments, transportation plans, etc. should be finalized before leaving home in the morning. Messages to teachers will be delivered to the teacher's mailboxes throughout the day**.**

Parent Involvement, Responsibilities, and Rights

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication, and that includes parents, teachers, administrators, and the Board of Trustees. Every parent is urged to:

- Encourage his or her student to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her student and sign and return the acknowledgment form(s). A parent with questions is encouraged to contact the appropriate school administrator.
- Become familiar with all of the student's activities and with the academic programs offered in the district. Discuss with the counselor or principal any questions, such as concerns about placement, assignments, or early graduation, and the options available to the student. Monitor the student's academic progress and contact teachers as needed.
- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her student.
- Under Every Student Succeeds Act, any district that receives funds must notify the parents of each student attending a school that is receiving funds that they may request information about their child's teacher's state qualifications, license status, degree major, and certification of undergraduate and graduate degrees. Qualifications of paraprofessionals must also be provided upon request.

Parking Regulations

The speed limit on school property is five miles per hour. All students must park in the designated student parking lot. Students who drive to school must register their vehicles with the school office. Proof of car insurance and a current driver's license is required before a parking permit will be issued for student use. Students who park illegally will be warned and asked to move their vehicle to a legal parking area, the first time. Vehicles without a parking permit and vehicles parked in the wrong parking area may be issued a ticket or the vehicle booted. Prior to a ticket being issued by the police department or a fee assessed to remove the boot a parent conference will be requested. If a student continues to violate the parking regulations a vehicle can be ticketed, booted or towed even if a parent conference has not taken place. The ticket and towing will be based on the cost in each city. The student will be required to pay $50.00 to have a boot removed each time it is booted. Vehicles parked illegally may be towed away at the owner's expense if warnings, boots and tickets are ignored. Visitors may park in the designated areas at each campus.

Personal Property

Students are reminded that the School District is not responsible for any personal property that is lost or stolen. This includes electronic communication devices, contents in student and athletic lockers, school buildings, school buses, and items taken on school-sponsored trips. Protect your property, keep your locker combination to yourself, and keep your locker locked at all times.

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.

A minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

Posters

The principal must first approve all signs and posters to be displayed. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action.

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

Protection of Student Rights

No student will be required to participate without parental consent in any survey, analysis, or evaluation funded in whole or in part by the U. S. Department of Education that concerns:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, anti-social, self-incriminating, and demeaning behavior.
- Critical appraisals of other individuals with whom the student or the student's family has a close family relationship.
- Relationships privileged under law, such a relationship with lawyers, physicians, and ministers.
- Income, except when the information will be used to determine the student's eligibility to participate in special programs or to receive financial assistance under such a program.

Parents shall be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation. Each parent also has a right to review all instructional materials used in his or her student's classroom and to review each test that has been administered to his or her student.

Public Address System

The P.A. system is to communicate general information to the classrooms. It is not for any personal use. All announcements must be approved by campus administration.

Registration

Students are required to attend the school in the attendance zone determined by the primary residence of the parent, legal guardian, or person having lawful control of a student eligible for admission to BISD. Specific information relating to school attendance zones may be obtained at each campus or the Office of Student Services.

All students, upon enrolling in BISD, should be accompanied by a parent(s) and will be required to furnish the following:

1. Proof of residence.
    a. Current students must complete residency verification within 30 days of their first day of school.
    b. New students will need to verify their residency prior to their first day of attendance.
2. Immunization records.
3. Official birth certificate (Pre-kindergarten through First Grade and all first time BISD enrollees).

To complete admission, the student's social security number, official withdrawal and/or report card, and the address of the previous school attended may also be requested.

Release of Students from School

A student will not be released from school at times other than regular dismissal times, except with the principal's permission or in accordance with campus sign-out procedures. A student who will need to leave school during the day must bring a note from his or her parents that morning.

Retention and Promotion

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

Schedule Changes

Students must carefully plan their course selections. Although students will receive specific instructions and assistance from school counselors during the registration process, the responsibility for selecting appropriate career and graduation choices rests with students and parents. It is very important that careful consideration is taken into selecting appropriate courses. The choices students make during the registration process determine the master schedule of course offerings available. The master schedule is designed to maximize student opportunities and minimize scheduling conflicts. Master schedules and teacher hiring are based on student requests; therefore, only schedule change requests based upon the list below will be considered. The selection of courses by the student is a commitment to put forth effort to be successful. ***A course(s) that will lead to College Career and Military Readiness will not be considered for a schedule change.***

After the deadline to make course request changes, schedule changes will be considered during the first five days after school begins for the following reasons:

1. Errors in schedule due to missing periods (gap in schedule), duplicate courses, wrong grade level, two classes during same period, or missing a prerequisite course.
2. Senior missing a required course for graduation.
3. Schedule does not align with college admission requirements.
4. Needs placement in special education, 504 plan, or ESL/ELL services per the student's Individualized Education Program (IEP) or legal requirements.
5. With documented academic success desires to be in an advanced program (AP, honors, dual credit, IBC)
6. The scheduled course conflicts with another required class that can only be taken at a certain period.
7. Athletic or Fine Arts schedule conflict with UIL or other competitive extracurriculars that require a specific class period or when a change in team or program during the year is necessary.
8. Schedule needs to be adjusted for documented mental or physical health reasons.
9. Counseling or other required services scheduled during class time.

Student schedules will not be changed to select different teachers or lunch periods or to drop a previously selected elective. When a student enrolls in a course (such as a dual credit course or correspondence course) completed outside of the school day, the student must provide documentation of successful completion of the course no later than the first day of the semester to be eligible for a schedule adjustment.

Students in grades 10-12 will continue to follow their Program of Study established to earn a CCMR designation.

Searches and Seizures

The district shall use specially trained dogs to sniff out and alert officials of the current presence of concealed prohibited items. Trained dogs may sniff lockers, vehicles, classrooms and other common

areas at any time. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct Booklet. (FNF-Local)
Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent. Coercion, either expressed or implied, such as threatening to contact parents or police, invalidates apparent consent. *U.S. Const., Amend. 4.; New Jersey v T>L.O., 469 U.S. 325, 105 S. Ct. 733 (1985); Jones v. Latexo Indep. Sch. Dist., 499 F. Supp. 223 (1980)*

A search is reasonable if it meets both of the following criteria:

1. The action is justified at the inception, i.e., the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation.
2. The scope of the search is reasonably related to the circumstances that justified the search in the first place, i.e., the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Smoking

Smoking or use of any tobacco products including electronic cigarettes on school property or at any school-related or school-sanctioned activities (on or off school property) is illegal and students are subject to disciplinary consequences.

Social Events

The rules of good conduct and grooming shall be observed for school social events. Guests (if permitted) will be expected to observe the same rules as students attending the event. The person inviting the guest will share responsibility for the conduct of the guest. Students attending a school-sponsored event may be asked to sign out when leaving before the end of the event. No one leaving before the official end of the event will be re-admitted.

Special Programs

Dual Enrollment College Courses

The district has established a dual enrollment program that allows students to be awarded credit toward high school graduation for completing selected college courses in the college core, CTE, fine arts, or world languages. High school students can enroll in college courses regardless of the grade level and are not limited in the number of courses they can enroll in each semester. Information about the program is available in the high school counseling office or in the Educational Planning for Life: Catalog of High School Courses.

ESL – (English as a Second Language) Pull-Out Program

Emergent bilingual students (EBs) at the secondary level are served through an ESL Pull-Out program. Instruction is provided by the classroom teacher who is ESL certified and/or trained in sheltered instruction. The instruction is sheltered, which allows the emergent bilingual student to acquire language and learn academic content simultaneously. All of our secondary campuses have an ESL Pull-Out program.

Newcomer Program

Emergent bilingual students (EBs) in grades 6–12 who are new to the United States and are non-English speakers may be served through a newcomer program. The goal of this program is to develop linguistic and literacy proficiency in English, help students acclimate to the American school system, and maintain academic progress.

TELPAS

Emergent bilingual students (EBs) are assessed yearly through the Texas English Language Proficiency Assessment System (TELPAS). This includes emergent bilingual students not receiving ESL or bilingual services. The English language proficiency of students in grades 2–12 are assessed in reading, writing, listening and speaking using the online TELPAS test. Emergent bilingual students in grades K-1 are assessed holistically in reading, writing, listening, and speaking based on ongoing classroom observations and student interactions.

TELPAS Alternate

English Learners in grades 2–12 who have been determined to have the most significant cognitive disabilities, are receiving Special Education services, and who qualify for the STAAR Alternate 2 assessment will be assessed in English Language Proficiency using the TELPAS Alternate assessment. Eligibility for the TELPAS Alternate assessment is determined by the ARD committee and LPAC based on TEA's participation requirements. Students who take the TELPAS Alternate assessment are assessed in the areas of listening, speaking, reading, and writing using an alternative holistic rating system based on classroom observation.

Gifted/Talented Services

BISD offers services for gifted/talented students in grades K-12th. An academically gifted and talented student is capable of excelling in relation to students of similar age, experiences, or environment as reflected by one or more of the following areas: general intellectual ability, specific subject matter aptitude, and creative and productive thinking ability. Level I service include teacher supported differentiation for appropriate growth in the general education classroom. Level II services for identified GT students involve more complex instruction and faster pacing for appropriate growth. Identified elementary GT students participate in weekly pull-out classes on the home campus and additional Intensive GATE learning opportunities. Identified secondary GT students receive services through enrollment in advanced coursework, such as Honors/Honors+, AP, and Dual Credit courses. Middle school GATE services are embedded in Honors+ courses in Science and Social Studies. In order for secondary GT students to retain their gifted indicator, they must be enrolled in AT LEAST one advanced course each school year. Information concerning participation in gifted/talented services may be obtained by calling the Office of Advanced Academics at 817-547-8924**.**

Honors/Advanced Placement (AP) Program

HONORS

The Honors Program is open to all students wishing to pursue advanced academic courses and provides foundational skills necessary for success in college and career. The program provides enriched courses in all core content areas as well as some elective areas. It is intended to establish a

trajectory for advanced academic options in subsequent courses for students with a strong interest in the content area, high academic ability, and committed work ethic.

HONORS+
Honors+ courses offer advanced middle school students an enriched program aligned with required grade-level TEKS honors curriculum, compacted, and accelerated for project-based learning and depth and complexity extensions in Science and Social Studies. Enrollment in these courses is determined by GT identification or high academic aptitude.

ADVANCED PLACEMENT
Advanced Placement is designed to provide students exposure to college curricula while in high school and for success on College Board exams and during higher education matriculation. Students will take the AP exam for every AP course in which they are enrolled and may receive college credit or advanced placement if their college of choice grants AP credit based on their score. However, students who score a 3 or higher and attend a Texas public institution of higher education will be granted undergraduate course credit.

Course Expectations

An explanation of program expectations for each of the content areas shall be distributed to interested students during the pre-scheduling process at the middle school level. At the high school level, course expectations are printed in Educational Planning for Life: Catalog of High School Courses. Content area explanations are available in the counseling office.

Dismissal Procedures

Consideration of exiting gifted and talented services may be initiated by the district, the parent, or the student. The district has established guidelines for the purpose of a probationary or furlough period to provide secondary students an opportunity to improve performance or strengthen his/her emotional well-being. The district may place on probation or furlough any student whose educational needs are not being met within the structure of the classroom and/or the gifted and talented program. Students who are no longer enrolled in any Honors/AP or other advanced coursework will be exited from gifted and talented services.

Dyslexia Program

The Dyslexia Program provides instruction for students identified as having dyslexia or other related disorders. District personnel evaluate referred students. The identification of dyslexia is made by an ARD Committee after a thorough review of the identified student's accumulated data that specifically addresses all the indicators listed under the eligibility criteria. The ARD Committee then makes program placement to ensure that the student will receive evidenced-based, multisensory structured literacy instruction. Students are served through the dyslexia program in kindergarten through grade 12.

Section 504

Section 504 prohibits discrimination against students with disabilities by school districts receiving federal financial assistance. A Section 504 referral can be initiated by a parent, student, or school personnel. The referral must be made by someone who is knowledgeable about the student and has reason to believe that the student has a disability that is substantially limiting one or more major life activities. A Section 504 plan outlines the accommodations and support necessary to provide the student with a disability a free and appropriate public education. It may address academic, behavior or health issues.

Homebound Program

Students who are chronically ill, or who have other medical or psychological conditions which result in the student being confined to their home or hospital bed for at least four consecutive or cumulative weeks during the school year may be eligible to receive instruction at home. This placement requires documentation from a physician indicating the type and severity of the condition as well as the anticipated length of confinement to the home. Students in both special education and the general student population may be eligible for homebound services.

Online Learning

Birdville uses student-centered online programs aligned with the Texas TEKS, customized to follow the district scope and sequence that encourages interactive learning. The Birdville online learning team ensures that students and teachers have instant access to quality resources that meet students' diverse learning needs and propel them towards success.

Birdville ISD believes that the self-directed student can successfully drive their own learning when confident, motivated and organized. Online learning allows these driven students a chance to learn at their own pace, at their own time on their own personalized learning path.

State Testing Program

The goal of the Texas assessment program is to provide all students an appropriate statewide assessment that measures and supports their achievement of the essential knowledge and skills of the state-mandated curriculum. Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced tests, as required by the Texas Education Code. All STAAR, STAAR/EOC and TELPAS assessments will be administered through a state online platform. Students utilizing district issued technology are required to bring the charged device and charger to school on state testing days. Campuses may choose to require students to turn in district-provided devices prior to state testing.

Accelerated Instruction

In accordance with House Bill 1416, students who do not achieve Approaches or higher on STAAR assessments are required to receive accelerated instruction. Students who are Absent or Present and Refuse to Test will also be required to complete accelerated instruction in the applicable subject area. This instruction must align with the Texas Essential Knowledge and Skills (TEKS) and be provided by a TIA-designated teacher or through supplemental instruction for no less than 15 or 30 hours, depending on the student's prior performance. Instruction may take place in the summer or during the school year, with a frequency of at least once per week, and is limited to no more than two subjects per year, prioritizing math and RLA.

STAAR 3–8

The State of Texas Assessments of Academic Readiness (STAAR) is administered to students in grades 3–8. STAAR results provide information about students' academic readiness for the next instructional level. The subjects and grade levels tested in grades 3–8 are indicated below.

GRADE	SUBJECTS
3	Reading Language Arts (RLA), Mathematics
4	RLA, Mathematics
5	RLA, Mathematics, Science
6	RLA, Mathematics
7	RLA, Mathematics
8	RLA, Mathematics, Science, Social Studies

Opting Out of Advanced Mathematics in Grades 6-8

In alignment with SB 2124, the purpose of the Middle School Advanced Mathematics Program is to increase the number of students who complete advanced mathematics courses in high school. The law requires School Districts to automatically enroll each sixth-grade student who performed in the 60th percentile on the Grade 5 Math STAAR Assessment or in the top 40 percent on a local measure. Parents or guardians of eligible students may choose to opt their child out of automatic enrollment.

Students enrolled in grades 3–8 who are receiving instruction above their enrolled grade level will be administered a STAAR test at the level of instruction. For example, if a fifth-grade student is receiving instruction in sixth grade mathematics, the student will take the grade 6 mathematics test. Students in grade 2 and below are not assessed with STAAR even if they are receiving instruction in a STAAR-tested grade level. Middle school students taking high school courses not assessed with STAAR-EOC are required to take the grade level test in the same subject area. For example, grade 8 students enrolled in high school geometry are required to take the grade 8 STAAR mathematics test.

STAAR EOC

At the high school level, students are assessed with the STAAR end-of-course (EOC) exams. Student performance on these assessments will be used to determine eligibility for graduation. The courses to be tested are English I, English II, Algebra I, Biology, and U.S. History. EOCs are administered three times each year, in spring, summer and fall. Students must take EOC exams if they entered grade 9 in

2011-2012 or later. Middle school students enrolled in tested high school courses are also required to take the appropriate exam. For example, a student enrolled in grade 8 who is taking Algebra I (a high school course) will take the Algebra I EOC.

STAAR Alternate 2

Students who have been determined to have the most significant cognitive disabilities and are receiving Special Education services may qualify to take the STAAR Alternate 2 assessment. Eligibility for STAAR Alternate 2 is determined by the ARD committee based on TEA's participation requirements. STAAR Alternate 2 is administered in all grade levels and for all subjects in which STAAR 3–8 and STAAR/EOC are administered, using an alternative timeline and test format. Students who take STAAR Alternate 2 fulfill all participation requirements for STAAR 3–8 and STAAR EOC.

TAKS

The Texas Assessments of Knowledge and Skills (TAKS) tests are no longer being administered. Former TAKS examinees (including former Texas Assessment of Knowledge and Skills [TAAS] and Texas Educational Assessment of Minimal Skills [TEAMS] examinees) can take the appropriate STAAR test. The TEA has established STAAR scores that students must achieve to meet TAKS, TAAS or TEAMS requirements in the following areas:

English language arts (ELA): Former TAKS, TAAS, or TEAMS examinees who have not met the graduation requirement for the ELA reading and/or writing tests may take the appropriate sections of the STAAR English II test.

- Examinees who have not met the graduation requirement for both reading and writing will take both Reading and Writing sections. Both sections must be completed the same day.
- Examinees who have not met the graduation requirement for the reading test only will take the Reading section only.
- Examinees who have not met the graduation requirement for the writing test only will take the Writing section only.

Mathematics: Former TAKS, TAAS, or TEAMS examinees who have not met the graduation requirement for the mathematics test may take the STAAR Algebra I test.

Science: Former TAKS examinees who have not met the graduation requirement for the science test may take the STAAR biology test.

Social Studies: Former TAKS examinees who have not met the graduation requirement for the social studies test may take the STAAR U.S. history test. Additional information regarding graduation testing requirements for former TAKS examinees at https://tea.texas.gov/student.assessment/taks/

Test Results

Students and parents must be informed of student performance on state assessments within 10 days of receipt of results from the state testing vendor. Beginning as of the 2016–17 school year, STAAR Report Cards (SRCs) for state assessments are available to families through the Focus. Parents and guardians may also access historical test results through the secure TEA Student Portal available at www.texasassessment.gov . There are two ways to access the results. If you have the access code from a previous STAAR/EOC assessment, you may enter the code and your child's date of birth. If you do not have an access code, click on "find my access code" and enter the information requested (student's first name, SSN or S-Number (state I.D.) and your child's date of birth)).

State Assessment Graduation Requirements

For students who first entered grade 9 in 2011–12 or later, the graduation testing requirements are based on performance on the STAAR end-of-course (EOC) examinations in English I, English II, Algebra I, Biology and U.S. History. Students must achieve a satisfactory score on all required STAAR/EOCs in order to meet graduation requirements. Successful completion of these assessments is in addition to local and state graduation requirements.

Individual Graduation Committee (IGC)

Texas Education Code §28.0258 revises the state's assessment graduation requirements for students enrolled in the 11th or 12th grade during the 2014–15, 2015–16, 2016–17, 2017–18, 2018–19, 2019–20, 2020–21 or 2021–22 school years. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC) determination.

Please note that if a student received an English 1 Provision, this counts as one of the two failed EOC assessments. The IGC may determine if a student is qualified to graduate if the student successfully completes additional requirements as established by the committee. Students in this situation should contact their school counselor.

STAAR/EOC Additional Information

TEC §39.0232(b)(1) prohibits the use of STAAR EOC assessment performance for any purpose related to a student's class ranking.

TAC §101.3021(c) prohibits the use of a STAAR EOC assessment for the purpose of credit by exam.

STAAR/EOC Refusal to Test

For STAAR, students are required to participate, and districts are required to provide a "testing opportunity" for all eligible students. Parents and students have been notified of the "testing opportunity" in Birdville ISD. What that "testing opportunity" looks like varies at the local level.

As indicated in the Texas Education Code (TEC), §26.010, " A parent is not entitled to remove the parent's child from a class or other school activity to avoid a test..." Students are required to be tested by both state and federal laws. If a student (or their parent) refuses to test, the district should keep local documentation on this. As all eligible students must be accounted for, the district should mark the test as indicated in the District and Campus Coordinator Resources Frequently Asked Questions question #6.

What score code should a district use for a student who is not tested?
Both federal and state laws require that students enrolled in public school districts and open-enrollment charter schools take the STAAR assessment as a measure of student understanding of the Texas Essential Knowledge and Skills (TEKS). Students are required to participate, and districts are required to provide a testing opportunity for students. What that testing opportunity looks like varies at the local level.

If a student does not participate, the district should keep local documentation. As all eligible students must be accounted for, the district should mark the test as noted below:

- If a student is absent throughout the testing window, use "A" for Absent.
- If a student is present but is not tested, use either "S" or "O" depending on the specific scenario:
    - For students taking a STAAR grade 3–8 assessment, use "S" for Score.
    - For students taking a STAAR EOC assessment for the first time, use "S" for Score.
    - For students retaking a STAAR EOC retest in April, May, or December, use "O" for Other.

For students who refuse to take the test, a score code of "S" will be assigned. This results in the lowest score possible, and per TEC, §39.023(c-5), "a student's performance on an end-of-course assessment instrument required under Subsection (c) must be included in the student's academic achievement record."

Testing opportunity in Birdville ISD - Students will be required to report to their assigned location for every "testing opportunity". Students who refuse to test are required to remain in their assigned location for the entire testing session and will be required to submit their assessment(s) online. Students who do not submit their assessment online will have their assessment submitted with a score code of "S" by the district at the end of the testing opportunity.

In addition, Accelerated Instruction is required for this student because HB 1416 did not amend Texas Education Code (TEC), Sec. 28.0211, to eliminate the existing requirement that a student who does not receive a STAAR or EOC score (due to absence, mistake, refusal, etc.) must receive accelerated instruction.

Finally, the low score hurts the district's state and federal accountability rating.

For further questions regarding Refusals to Test, please contact the Texas Education Agency at (512) 463-9734.

Electronic Devices and State Testing

The administration of state assessments (STAAR, STAAR EOC, and TELPAS) is conducted in an online testing environment. Personal electronic devices are not permitted during testing. This includes, but is not limited to, cell phones, smart watches, smart glasses, Bluetooth earbuds/Air Pods, tablets, and other personal electronic devices.
Prior to testing, students will be required to power off and surrender any electronic devices to the test administrator for safekeeping. Devices will be returned after all students have completed testing.

Students found in possession of an electronic device during testing or attempting to circumvent the testing program to access the internet or otherwise compromise test security, may have their test results invalidated or not scored and may be subject to disciplinary action by campus administration.

Test Security

Any student who receives unauthorized assistance during a test may have test results invalidated and will also be subject to disciplinary action at the discretion of campus administration.

Districts are required to have procedures in place to prevent cheating through the use of cell phones and personal electronic devices during test administrations. If a student photographs, duplicates, posts, or transmits secure test content or disseminates this information using an electronic device, the district is required to notify the Student Assessment Division of TEA immediately.

Student cheating on state assessments, either by providing or receiving assistance, requires action by the campus or the district coordinator. After investigating the incident, if the district determines that a student has been involved in cheating on a state assessment, the district is required to

- invalidate the student's test (as required by TAC, §101.3031(a)(4)) by marking the score code "O" for "Other" on the student's answer document or in the online form for the corresponding test and
- complete the Locally Determined Disciplinary Action (LDAA) form to report any disciplinary action taken against students who participated in the cheating incident.
- Students with a score code "O" will be required to complete Accelerated Instruction as outlined through HB1416
- for STAAR EOC, students will be required to participate in the next administration of the assessment.

The state of Texas requires high school students to sign the following honor statement immediately prior to beginning state assessments (STAAR EOC).

> By signing my name, I agree that I will not give or receive unauthorized assistance during the test. I understand that giving or receiving unauthorized assistance during the test is cheating and may result in the invalidation of my test results.

Distractions during Testing

Any personal devices that may distract other students are prohibited from use during testing, unless such use was previously approved by an appropriate decision-making committee, such as ARD or 504.

Student Activities/Notice Regarding Steroids

Anabolic steroids are for medical use only. State law prohibits the possession, dispensing, delivery, or administering of an anabolic steroid in any manner not allowed by state law. State law provides that bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a person who is in good health is not a valid medical purpose. Only a medical doctor may prescribe an anabolic steroid or human growth hormone for a person.

Student Code of Conduct

Students are responsible for conducting themselves properly in a manner appropriate to their age and level of maturity. (See Student Code of Conduct)

Student/Parent Complaints

In accordance with Board policy, students or parents who have a complaint should first bring the matter up with the teacher. Usually, a complaint or concern can be addressed by a phone call or conference. For complaints or concerns that cannot be handled in this manner, the district has adopted a standard complaint policy. If the outcome of that discussion is not satisfactory, then a conference with the principal can be requested. If not satisfied at that level, the student or parent/guardian can request a conference with the Superintendent's designee. For information about the Complaint Process, please call the Office of Student Services at 817-547-5790. For disciplinary appeals see BISD Code of Conduct.

Students and/or parents who have a complaint regarding possible discrimination or harassment on the basis of sex, race, etc., should contact the Associate Superintendent for Human Resources, Governance and Support Services. Complaints or concerns regarding students with disabilities identified to receive special education services should be addressed to the Executive Director of Specialized Services and Supports. Complaints or concerns regarding the placement of a student with disabilities who is not eligible for special education or about the district's programs and services available to the students should be addressed to the Associate Superintendent for Human Resources, Governance and Support Services.

Student Records – Notification of Rights

A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school within the district.

By law, both parents, whether married, separated or divorced, have access to the records of a minor student, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order

terminating these rights. Applicable procedures regarding the release of records for students with disabilities will be followed.

The principal is custodian of all records of currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. Parents of a minor and students over 18 years of age have the right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents of eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where records may be inspected.

Parents of a minor, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. School officials include any employees, agents or Trustees of the District, cooperatives, or contractual placement facilities, as well as their attorneys and consultants, who are:

- Working with the students.
- Considering disciplinary or academic actions, the student's case, or a disabled student's IEP.
- Compiling statistical data.
- Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. The district forwards a student's records without prior consent on request to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

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

Students over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requester has the right to a hearing and to place in the student's record a statement commenting on the information. Although improperly recorded grades may be challenged, parents and students are not allowed to contest a student's grades in a course through this process. Parents or students may complain to the Superintendent or his designee if they feel that the district is not in compliance with the law regarding student records.

Copies of student records are available at a minimal cost, payable in advance. Parents may be denied copies of a student's records for the following reasons:

- The student reaches age 18.
- The parent fails to follow proper procedures and pay the copying charge.
- The district is given a copy of a court order terminating the parental rights.

If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Universities or other entities that request official copies of the Academic Achievement Record (AAR) directly from districts are responsible for obtaining authority from students for release of such records. Students may also request direct mailings of official copies to colleges or to prospective employers. An official AAR provided by the district may be differentiated from the copy given to the student or family. The words “Official Copy” imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. The district stands behind the validity of the data on the official copy of the AAR at the time it is mailed. A transcript copy should be marked or stamped “Official Copy” only at the time of its authorized release to another institution or student-approved recipient, excluding parents. Official copies of the AAR may be sent directly to colleges or prospective employers. Unofficial copies are available to students or parents and guardians according to the guidelines above.

Student Transcripts

Unofficial transcripts for all high school students are available for viewing in the FOCUS portal at the end of each semester.

Beginning at the end of a student’s junior year or during their senior year, official transcripts may be requested and sent to any college or university through **Parchment**. The link to request transcripts can be found on each campus website.

Students are entitled to **three** official transcript copies at no cost. Additional copies are available for a fee.

Student Wellness and Health Services

Communicable Diseases

A principal shall exclude from attendance any child having or suspected of having a communicable disease designated by the commissioner of health as cause for exclusion. Any child excluded for reason of communicable disease may be readmitted, as determined by the health authority, by:

- Submitting a certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease’s non-communicability in a school setting.
- Submitting a permit for readmission issued by a local health authority; or
- Meeting readmission criteria as established by the commissioner. (25TAC97.7(b)-(c))

Examples of communicable diseases are: mumps, measles, scarlet fever, impetigo, ringworm, pinkeye, whooping cough, and chickenpox.

Keep Your Child Home When:

Child has a temperature of 100 degrees Fahrenheit or 37.7 degrees Celsius or higher, has diarrhea or vomiting, has a rash of unknown origin, has red, runny eyes, or wakes up with eyes “glued” shut, or if a child complains of ear pain with or without fever.

Your Child May Return When:

Fever free for 24 hours without the use of Tylenol or other fever reducer, is free of diarrhea and vomiting for 24 hours, rash is no longer visible, eyes are no longer red, ear is no longer hurting, or the child has been cleared by a health care professional to return to public school and is in compliance with the Texas Department of State Health Services admission for school guidelines.

Food Allergy Information

Contact your school nurse if your child has a severe food allergy. On enrollment, the district requests the parent to disclose whether the child has a severe food allergy that, in the judgment of the parent or other person with legal control, should be disclosed to the district to enable the District to take any necessary precautions regarding the child’s safety. A BISD “Special Dietary Request Form” should be completed by a physician for a student who has a dietary condition which restricts diet. A “severe food allergy” means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion or skin contact that requires immediate medical attention. (Education Code 25.0022(a); BISD Board Policy FD Legal) Discuss your child’s diagnosed severe food allergy with your school nurse so that an individualized health plan, emergency action plan, food allergy action plan and Section 504 referral can be developed, as appropriate. Training, as necessary, for employees, will be implemented for students at risk for anaphylaxis. (BISD Board Policy FFAF Local)

Head Lice

When the school nurse confirms the presence of live lice, the district shall exclude the student from school until the student no longer has live lice. The nurse shall provide the student’s parent with information regarding appropriate treatment and prevention of head lice transmission. (BISD Board Policy FFAA Local)

Immunizations

Each child shall be fully immunized according to the Texas Department of State Health Services (TDSHS) immunization schedule. The vaccine requirements apply to all students entering, attending, enrolling in, and/or transferring to the district. (25 TAC 97.61, 97.63)

Texas Administrative Code (TAC) §97.62 covers the conditions under which students can request an exemption from getting immunizations at their school or college. There are three conditions for exemption:

1. If a health care provider determines that it is not safe for them to get a certain vaccine
2. If they are in the United States military
3. If they have a religious or personal belief that goes against getting immunized

The TDSHS immunization requirements and procedures for claiming an exemption from immunization requirements are posted on our District’s website and are found here: https://www.dshs.texas.gov/immunizations/school/exemptions (Education Code 38.019)

Medication

All medication should be given outside of school hours, if possible. Only medication which is required to enable a student to stay in school may be given at school. Three times a day medication can be given before school, after school and at bedtime. The initial dose of medication must be administered at home, doctor's office, or hospital. If necessary, medication can be given at school under the following conditions:

1. Prescription and over-the-counter medication must be accompanied by a signed physician's order. The physician must be licensed to practice in the United States of America.

2. All medication (prescription and over the counter) must be:
   a. provided by the parent,
   b. transported by an adult,
   c. in its original, properly labeled container,
   d. accompanied by a specific written request signed by the parent/guardian,
   e. placed in a locked cabinet in the nurse's office,
      i. Emergency medications will be placed in the nurse's office and accessible to staff at all times during the school day.
      ii. Students whose doctor considers them sufficiently responsible must have a signed request for them to carry an inhaler, insulin or anaphylaxis medication on their person.
         1. The student must demonstrate to the nurse competent use of the device/medication.
         2. A second inhaler, insulin or anaphylaxis medication should also be kept locked in the nurse's office.
         3. If a student allows another person to use the medication, the privilege will be revoked.
   f. administered by a school nurse or by a non-health professional designated by the principal or school nurse.

3. Sample prescription and alternative medicine must be labeled with the child's name and accompanied by a signed Texas Board Certified physician's order. When ordered, alternative medication must be accompanied by a patient information sheet listing its ingredients, actions, and side effects. Herbal substances or dietary supplements provided by the parent will be administered only if required by the individualized education program or Section 504 plan of a student with disabilities.
4. Emergency medication will be provided, as part of the Emergency Protocol, by the district. Medications on the Emergency Protocol may include the name brand or equivalent of the following: Albuterol 0.083% Solution, Benadryl, Epinephrine and Naloxone.
5. Over-the-counter medications available from the school nurse may include the name brand or an equivalent of the following: Anbesol, Blistex, Calamine Lotion/Gel, Chloraseptic Throat Spray, Cough Drops, 1% Cortisone Cream, Saline Eye Wash, Triple Antibiotic Ointment or Over-the-counter allergy eye drops. Contact your child's school nurse if you object to the use of the topical medications.
6. Sunscreen may be carried by students while on school property or at a school-related event to avoid overexposure to the sun if the product is approved by the FDA for over-the-counter use. (Education Code 38.021)

Meningitis

Meningitis is an inflammation of the covering of the brain and spinal cord. Viruses, parasites, fungi, and bacteria are the main causes of meningitis. Most people with viral meningitis recover fully and there is usually no need for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious. If diagnosed early and treated promptly, the majority of people make a complete recovery. In a few cases it can be fatal, or a person may be left with a permanent disability.

How does Bacterial Meningitis spread?

Germs are spread when people exchange saliva (such as kissing, sharing drinking containers, utensils, or cigarettes). The people most at risk are college freshmen who live in dormitories. Vaccines are recommended for young children, college freshmen and adults over age 64.

What are the symptoms of Meningitis?

Children (over 1 year old) and adults with meningitis may have:

- Severe headache
- Neck stiffness, joint pains
- High temperature
- Sensitivity to bright lights
- Vomiting
- Drowsiness or confusion

The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin.

How to prevent Meningitis?

Meningococcal conjugate vaccine (MCV4) is the preferred vaccine for people 55 years of age and younger. Two doses of MCV4 are recommended. As many as half the people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given. If these problems occur, they usually last for 1 or 2 days.

For More Information:

- Centers for Disease Control and Prevention - www.cdc.gov
- Texas Department of State Health Services - Meningitis Information
- (Education Code 38.0025)

Screenings

All students enrolled in the district shall be screened for vision and hearing problems in prekindergarten; kindergarten; and first, third, fifth and seventh grades before May 31 of each year.
(25 TAC 37.23 (d), (f), (h)).

The Texas Risk Assessment for Type 2 Diabetes in Children is a state-mandated program that helps assess children who may be at high risk to develop type 2 diabetes. Children enrolled in first, third and fifth grades are assessed by checking the back of the neck for a skin marker (discoloration) associated with high insulin levels. Children who are identified with the marker are also assessed for body mass index (BMI) and blood pressure. Risk assessments are issued to the parents of these children, alerting parents of the child's risk factors and encouraging further evaluation from a health professional. (Health and Safety Code 95.002)

Girls aged 12 and boys aged 13 or 14 shall be screened for abnormal spinal curvature before the end of the school year.

A student may be exempt from screening if the parent submits to the district, on or before the date of vision, hearing, scoliosis or diabetes screening, an affidavit in lieu of the record of screening stating that the vision, hearing or scoliosis screening conflicts with the tenets or practices of a church or religious denomination. (Health and Safety Code 95.003(b), BISD Board Policy FFAA Legal)

Birdville ISD will be presenting Puberty Education in alignment with the Health TEKS to 4th, 5th and 6th grade students. The video, Always Changing, is produced by Proctor & Gamble, and is based on national research. The Birdville ISD SHAC (School Health Advisory Council), a parent-led council, has reviewed and recommended this program for our students.

Important lessons included in this program are:

- Talking to parents and trusted adults about feelings and questions during puberty to help them better understand and get the support they need
- Understanding the physical and emotional changes that happen during puberty and that these changes are a normal part of growth and development
- Body changes happen to both girls and boys
- Personal hygiene is each individual's responsibility
- Understanding how girls manage their periods
- Making good decisions and making a positive impact
- How to stay healthy and confident from the changes that occur to their brains, eating well and staying safe

The videos may be found at the following links:
https://birdvilleschoolsnet.finalsite.com/departments/health-services The videos are found under the SHAC menu item, then by selecting the growth and development videos menu option.

We encourage you to preview the video to determine appropriateness for your child.

A permission form will be sent home at least 14 days prior to the presentation asking parents to give permission for their child to attend the presentation. Your child will not be able to participate without written permission.

Summer School

Summer school programming includes courses developed for academic intervention, accelerated instruction, credit recovery, educational enrichment activities, and high school level course acceleration. Some programs have specific qualification criteria and require an invitation to participate. For questions about which summer school opportunities may be appropriate for your student, please contact your child's counselor.

Extended School Year (ESY) services is an individualized instructional program for eligible students with a disability that is provided beyond the regular school year. The need for ESY services must be determined on an individual basis by the Admission, Review and Dismissal (ARD) committee.

Telephone

Students will be permitted to use office phones on an “emergency-only” basis, with the permission of an office staff member. In an effort not to interrupt teaching-learning time, only emergency messages will be delivered to students. Lunch money required homework assignments, transportation plans, etc. should be finalized before leaving home in the morning.

Textbooks

According to state law, each student and his/her parent shall be responsible to the teacher for all books, materials, or electronic communication devices not returned by the student. Any student failing to return all books, materials, or electronics CDs shall forfeit his right to free material until the materials previously issued but not returned are paid for by the parent. Lost materials shall be paid for by parents on the basis of the net contract price to replace the materials.

Students are responsible for the proper care of all books, materials, and electronic communication devices. Replacement/repair costs will be levied against damaged materials.

Transfers

According to state law and BISD Board Policy students can transfer from one campus to another based on the chart below. The primary way that students are transferred in BISD is Open Enrollment Student Transfers. All transfers in BISD must be approved by the Executive Director of Student Services, please refer any questions to the Office at Student Services at 817-547-5790.

Type of Transfer	Board Policy	Explanation
Open Enrollment	FDB(LEGAL)	This process is the primary way that students move from one campus to another. This is an application process and must be completed in April or August. Additional information can be found on the Student Services website.
Administrative Transfer	FDB(LEGAL) FDB(LOCAL)	This transfer is done when a student has a severe medical or psychological need and is requested by a medical professional such as psychologist, psychiatrist, or licensed professional counselor who has seen the student for more than 30 days. This request must be made in writing from the medical professional to the Executive Director of Student Services.
Low-Performing Schools, PEG, Schools that do not meet AYP	FDB(LEGAL) FEAA(LEGAL) EHBD(LEGAL)	If a school is a low-performing, PEG, or does not meet AYP, the parents will be provided an opportunity to transfer as required in the Texas Education Code. Parents will be notified in writing if their children qualify for one of these transfers with information about how to request a transfer.
Victims of Bullying Or Those who have engaged in bullying	FDB(LEGAL)	A parent or guardian may request that a student be transferred from a classroom or school when the campus administration has documented that a case of bullying has occurred. The request for a change of classroom must be made to the campus principal, and the change of campus should be made to the Executive Director of Student Services. If the student has engaged in bullying the campus administration will work with the parents to make a decision that is in the best interest of the victim, the person doing the bullying and the campus. The Executive Director of Student Services will serve as the Superintendents' designee and assist with this decision if needed.
Homeless Students	FD(LEGAL) FDC(LOCAL) FDC(LEGAL)	A student who meets the homeless qualifications of the McKinney-Vento Act may attend the campus where they reside or the campus they were enrolled in when becoming homeless. The law provides that homeless students may enroll in any school district. The district will determine the campus the student will attend. A student will not be provided transportation unless it is their school of origin when they become homeless.
Grandparent Enrollment	FD(LOCAL)	A student may transfer into BISD if they live outside of the district boundaries and the grandparent resides inside BISD and provides significant childcare after school.
Sexual Assault Transfer	FDD(LOCAL) FDD(LEGAL)	A student who has been the victim of a sexual assault and attends the same campus as the assailant may request a transfer to another school.
Transfer of Assailant	FDD(LEGAL)	The parent or guardian of a student who has been the victim of violence or sexual assault may request the transfer of the assailant to a different campus.

Transfer Special Education Household Member	FDB(LOCAL) FDB (LEGAL)	If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that another 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.
Transfer of Multiple Birth Siblings	HB 314 FDB(LOCAL)	A parent of multiple birth siblings may request that they be placed in the same classroom or in separate classrooms. The request must be granted, unless it would require the district to add an additional class to the grade level of the siblings. At the end of the first grading period following enrollment, the principal may determine appropriate placement if, after consultation with the teachers in each of the siblings' classrooms, the principal determines that the assignment is disruptive to the school. If the parent does not agree with the principal's decision, the parent may appeal the decision, in accordance with FNG (LOCAL): however, during the appeal, the students would remain in the classroom(s) requested by the parent.

Vending Machines

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

Verification of Enrollment and Attendance

A student must meet one of the following requirements to be eligible to receive an instruction permit and/or Texas driver's license: 1) must have been enrolled for at least 45 days, and currently enrolled in a program to prepare persons to pass the high school equivalency exam (GED); or 2) must be enrolled in a public or private school and attended school for at least 80 days in the fall or spring semester preceding the date of application; or 3) the person has obtained a high school diploma or its equivalent. All absences, excused and unexcused, count toward determining the percent of time the student has attended school. Students must be in attendance 90% of the time the class is offered. The 90% attendance rule is determined for each class period.

The student MUST meet the requirements listed above before an administrator/principal can sign the Verification of Enrollment and Attendance Form. A student's driver's license is renewed annually until the student turns 18 years of age.

Parents, please keep track of the number of days your son or daughter has been absent from school in order not to fall below the 90 percent requirement.

Special Note: If your student will need to renew his or her license during the summer, this must be taken care of before school is out.

Videotaping

Videotaping of Students

For safety purposes, video/audio equipment may be used to monitor student behavior on buses and in common areas of each campus. Students will not be told when the equipment is being used. **{Parents cannot be shown the video tapes if any students other than their own child are on the video tape, due to restrictions mandated in FERPA.}**

The campus administration will review the tapes routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Granting Permission to Video or Audio Record a Student

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; or
- When it relates to media coverage of the school.

Videotaping of Students, Teachers and other School Employees

The recording of a person's voice or image without consent is strictly prohibited. A student shall not record the voice or image of any person by any electronic method, while on school property or in attendance at a school-sponsored or school-related event, without the express consent of the person. For purposes of this provision, an "electronic method" of recording the voice or image of a person includes, but is not limited to, the use of a video recording device, audio recording device, or camera. Unauthorized recording of a person shall be addressed under the Student Code of Conduct and may result in disciplinary consequences including possible restrictions on the student's use of District technology resources.

Visitors

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

Parents and Guardians may request a classroom visit with a 24-hour notice and require principal and teacher approval. The visit should be limited to no more than 45 minutes to cause the least amount of disruption to the individual classroom. Any classroom disruption will lead to an immediate removal from the classroom.

Non-Parents or Guardians having business or visiting a school campus during a regular school day must register with the administrator of that campus and state their business or whom they would like to see. The administrator shall have the right to deny visits that might infringe on the operation of the school. Students' friends from other schools will not be allowed on campus during the school day.

State Law requires the district to verify whether the visitor is a registered sex offender, using the Department of Public Safety database. The campus procedures require that visitors show a government-issued form of identification containing the person's photograph. The district is also permitted to store information on visitors for the purpose of district security.

Volunteer Program

BISD's Partners in Education (PIE) program is an important source for gaining parental/community involvement in the educational process. Volunteers provide a variety of direct services at the local campus or in District programs, and those serving as direct service volunteers are immune from civil liability to the same extent as a District employee under Education Code §21.912. Interested parents and community members are encouraged to contact the principal to receive information about participating in the PIE program. Prospective volunteers must attend a volunteer orientation, which is held on each BISD campus. Prospective school volunteers are required to complete a Volunteer Application allowing the district to obtain their criminal history record.