

Childress High School



2021 – 2022

Student and Parent Handbook

CHILDRESS INDEPENDENT SCHOOL DISTRICT

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Table of Contents

Preface	6
Accessibility	7
Section I: Parental Rights	8
Consent, Opt-Out, and Refusal Rights	8
Participation in Third-Party Surveys	12
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	13
Right of Access to Student Records, Curriculum Materials, and District Records / Policies.....	15
A Student with Exceptionalities or Special Circumstances	20
Section II: Other Important Information for Parents and Students	26
Absences / Attendance.....	26
Childress High School's Admission Procedure after Absence.....	30
Discretionary Absences	30
Excused/Unexcused Absences.....	31
Semester Test Exemption Policy	31
Accountability under State and Federal Law (All Grade Levels)	32
Armed Services Vocational Aptitude Battery Test.....	32
Awards and Honors (All Grade Levels)	33
Bullying (All Grade Levels)	33
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only).....	35
Celebrations (All Grade Levels).....	36
Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)	36
Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)	39
Class Schedules (Secondary Grade Levels Only)	41
College and University Admissions and Financial Aid (Secondary Grade Levels Only).....	41
College Credit Courses (Secondary Grade Levels Only)	42
Communications—Automated	42
Complaints and Concerns (All Grade Levels)	43
Conduct (All Grade Levels)	43
Counseling	44
Course Credit (Secondary Grade Levels Only)	46
Credit by Examination <i>If a Student Has Taken the Course / Subject</i> (All Grade Levels).....	46

Credit by Examination for Advancement / Acceleration <i>If a Student Has Not Taken the Course / Subject</i>	47
Kindergarten Acceleration.....	47
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	47
Discrimination	51
Distance Learning	51
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)	51
Dress and Grooming (All Grade Levels)	52
Electronic Devices and Technology Resources (All Grade Levels)	54
End-of-Course (EOC) Assessments	56
English Learners (All Grade Levels).....	56
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	57
Fees (All Grade Levels).....	59
Fundraising (All Grade Levels)	60
Gang-Free Zones (All Grade Levels).....	60
Gender-Based Harassment.....	60
Grade-Level Classification (Grades 9–12 Only).....	60
Grading Guidelines (All Grade Levels)	61
CISD Grading Policy	61
Graduation (Secondary Grade Levels Only).....	61
Harassment	66
Hazing (All Grade Levels)	67
Health—Physical and Mental	67
Health-Related Resources, Policies, and Procedures	74
Law Enforcement Agencies (All Grade Levels).....	75
Leaving Campus (All Grade Levels)	76
Lost and Found (All Grade Levels)	77
Makeup Work.....	78
Nondiscrimination Statement (All Grade Levels)	79
Parent and Family Engagement (All Grade Levels).....	79
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	80
Prayer (All Grade Levels)	80
Promotion and Retention.....	81
Release of Students from School.....	82

Report Cards / Progress Reports and Conferences (All Grade Levels)	82
Remote Instruction.....	82
Retaliation	84
Safety (All Grade Levels)	85
SAT, ACT, and Other Standardized Tests	86
Schedule Changes (Middle / Junior High and High School Grade Levels).....	86
School Facilities	86
School-sponsored Field Trips (All Grade Levels)	89
Searches	89
Sexual Harassment	93
Special Programs (All Grade Levels)	93
Standardized Testing	93
Students in Foster Care (All Grade Levels)	95
Student Speakers (All Grade Levels)	95
Tardies (All Grade Levels)	95
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	95
Transfers (All Grade Levels)	96
Transportation (All Grade Levels)	96
Vandalism (All Grade Levels)	97
Video Cameras (All Grade Levels)	97
Visitors to the School (All Grade Levels)	99
Volunteers (All Grade Levels)	100
Voter Registration (Secondary Grade Levels Only).....	100
Withdrawing from School (All Grade Levels)	100
Glossary	101
Appendix: Freedom from Bullying Policy	104
Student Welfare: Freedom from Bullying.....	104
CHS Parent & Family Engagement Policy.....	106
CISD Greenbelt Services	109
Notice of Right for Disabled Students & Their Parents	111

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Preface

Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Childress High School's Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Unless otherwise noted, the term "parent" refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is **not** meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Childress High School's Student Code of Conduct. To review the Code of Conduct, visit the district's website at www.childressisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the Childress High School office.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

For questions about the material in this handbook, please contact Paige Steed, Principal at (940)937-6131.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on for more information.]

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the district administration office, (940)937-2501.

Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as a risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and possible need for intervention and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, school counselor, can be reached at (940)937-6131 and 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 students accommodations provided on campus.

For further information, see **Mental Health Support**.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Re: Audio/Video Self-Contained Classroom Recording

From: Childress ISD

This letter is to inform you of action taken by Childress Independent School District to begin using audio/video cameras in self-contained classrooms for the benefit and safety of Childress ISD faculty, staff, and students. We currently use video recordings in all public areas and will now begin to deploy cameras in self-contained classrooms with guidelines from Senate Bill 507, Section 26.009(b), and 29.022 of the Texas Education Code (below).

An employee of a school district is not required to obtain consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for

- 1) *Purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;*
- 2) *A purpose related to a cocurricular or extracurricular activity;*
- 3) *A purpose related to regular classroom instruction; [or]*
- 4) *Media coverage of the school; [or]*
- 5) *A purpose related to the promotion of student safety under Section 29.022.*

Sec A29.022 VIDEO SURVEILLANCE OF CLASSROOMS: (a) In order to promote student safety on request by a parent, trustee, or staff member, a school district...shall provide equipment, including a video camera, to each school in the district...in which a student receiving special education services in a self-contained classroom is enrolled. Each school or campus that receives equipment shall place and maintain the video camera in a self-contained classroom in which the only students in regular attendance:

- 1) *Are eligible to take an alternative assessment instrument under Section 39.023(b) or would be eligible to take an alternative assessment under Section 39.023(b). If students were enrolled in a grade level for which an assessment instrument required under Section 39.023 is administered; and*
- 2) *Are nonverbal or have a limited ability to communicate as those terms are defined by the agency. Video cameras placed under this section must be capable of:*
 - a) *Covering all areas of the classroom, except that a bathroom or any area in the classroom in which a student's clothes are changed, may not be monitored; and*
 - b) *Recording audio from all areas of the classroom covered as required by Subdivision (1).*

Before a school or campus places a video camera in a classroom under this section, the school or campus shall provide written notice of the placement to the parents of a student receiving special education services in the classroom. For purposes related to this section, but subject to Subsection (d), Parental consent is not required.

If you have any further questions, please feel free to contact me.

Sincerely,

Carl Taylor - Childress ISD Superintendent

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Prohibiting the Use of Corporal Punishment

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

And/Or

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);

- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

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

The district has identified the following as directory information:

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records**.

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

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

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

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

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [For more information, see policy EF(LEGAL).]

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child's participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her child.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

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

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

9th grade health, A&P, healthy relationships training

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

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

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

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher.]

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

- A parent may review his or her child's records. These records include:
- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

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

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

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

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

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student when school officials have what federal law refers to as a “legitimate educational interest” in a student’s records.

- Legitimate educational interest may include:

- Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.

- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information.**]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

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

[See **Report Cards/Progress Reports and Conferences, Complaints and Concerns** and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office.

Note: The parent's or eligible 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 a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,

- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
 - Called to active duty,
 - On leave, or
 - Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL).]

Safety Transfers / Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the superintendent for more information.

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

The board will honor a parent's request for the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service / Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

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

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

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

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;

- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration, Course Credit**, and **A Student in Foster Care** for more information.]

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

If a homeless student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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

[See **Credit by Examination for Advancement/Acceleration, Course Credit**, and **Homeless Students** for more information.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Paige Steed at (940)937-6131

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Jody Piper at (940) 937-6131.

[See **A Student with Physical or Mental Impairments Protected under Section 504.**]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** for more information.]

Section II:

Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact Paige Steed at (940)937-6131.

Absences / Attendance

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

Compulsory Attendance

Prekindergarten and Kindergarten

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

Age 19 and Older

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

Between Ages 6 and 18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

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

Secondary Grade Levels

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

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

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

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An election clerk, if the student makes up any work missed.

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 18

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student’s attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is: Paige Steed, Principal.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

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

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

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day during second period as required by state rule.

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

Documentation after an Absence (All Grade Levels)

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

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

When a student is absent from school, except for extra-curricular activities, the student will be required to bring a written explanation from parent or guardian containing the following information:

Childress High School's Admission Procedure after Absence

1. Prior to class time the student must report to the office with a note from home. A student will be counted tardy if they do not have their absentee slip when class begins. The note must include the following information:
 - Date of note
 - Name of student
 - Date(s) of absence
 - Reason for being absent
 - Signature of parent or legal guardian
2. An excused or unexcused class admission slip will be issued in accordance with the regulations in this handbook.
3. The class admit slip must be given to and signed by each teacher so it can be returned to the office by the last teacher of the day. A student will be counted tardy if he/she does not have their absentee slip for each class.

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

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

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences will be excused or unexcused.

Discretionary Absences

Discretionary Absence (Make-up work allowed)

- A. A discretionary absence will be granted when a student is absent for good cause, including family circumstances and occasions or events of unusual educational or social value.
- B. The student must not miss any class in which he/she does not have and maintain at least a 70 average.
- C. A discretionary absence should not be granted before or after holidays or during STAAR testing days.

- D. The student's parent must complete and return to the office a Discretionary Absence Request Form available upon request in school office two days prior to absence.
- E. The principal will decide whether circumstances merit excusing.
- F. Prior arrangements should be made with all teachers about work to be missed.
- G. A discretionary absence does count as an absence when figuring exam exemptions.
- H. Discretionary absences will not be granted for students who have been in attendance for less than 90% of the days of enrollment

Excused/Unexcused Absences

Excused Absence (Make-up work allowed)

- Personal illness
- Serious illness or death in the immediate family
- Medical or dental appointment
- Religious holidays

Unexcused Absence (Make-up work allowed with restrictions)

- Includes all other absences including the above when the incorrect procedure is followed.
- A grade of 50% will be the highest grade allowed for work missed due to an unexcused absence.
- If a student returns to school without a written note, the absence will be considered unexcused.

The consequence for skipping school will be placed under a Level 3 Offense. Leaving school without permission is skipping.

Semester Test

Exemption Policy

Students may be exempt from the semester test in any given course according to the following guidelines:

- Students in grades 9-12 may have:
 - No more than three absences in a period
 - Three (3) tardies will constitute as an absence.
- Absences defined in this policy include all absences:
 - excused, unexcused and discretionary with the exception of
 - Extra-curricular and co-curricular activities
 - College days

The campus administrator reserves the right to non-exempt a student with excessive or extreme disciplinary violations. Ex: Numerous days in ISS or placement in DAEP.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements.

The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/driverlicense/teendriver.htm>.

Accountability under State and Federal Law (All Grade Levels)

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

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

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

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test

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

Please contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

NATIONAL HONOR SOCIETY

Membership in National Honor Society may be open to qualified junior and senior students. Membership is granted only to those students selected by the Faculty. The membership criteria are as follows:

1. Scholarship: Candidates eligible for election to the chapter shall have a minimum cumulative grade point average of 90 and no semester average of less than 85
2. Leadership: Candidates eligible for election to the chapter shall participate in a competition through FFA, FCCLA, or UIL.
3. Character
4. Service

New members will be inducted yearly. Students who meet the scholastic requirement but are not elected by the Faculty to NHS membership will receive an explanation of the reasons why they were not elected.

Any member whose scholastic average falls below the grade standards which were the basis of his/her election shall be promptly warned by the sponsor. A member shall receive only one scholastic warning. Thereafter, if the member fails to meet these scholastic standards used as the basis for his/her election to the Society, the sponsor shall notify the member of his/her removal from NHS.

Membership of any member whose behavior or actions do not uphold the standards of Service, Leadership, Citizenship, and Character may be restricted in participation or removed by decision of the chapter council.

Bullying (All Grade Levels)

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by using the StopIt App also available on the CISD website.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district.

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing** policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Vocational Agriculture Sciences
- Family Consumer Sciences
- Technology Applications
- Business, Marketing, & Finance

Admission to these programs is based on pre-requisites and endorsement field requirements.

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

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

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

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

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies**.]

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.childressisd.net. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

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**.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual 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 sexual abuse, trafficking, or other maltreatment, the school counselor or principal 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](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [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](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)

The District shall record unweighted numerical semester grades on student transcripts.

*Beginning with
Class of 2020*

Beginning with students in the graduating class of 2020, the District shall assign weights only to semester grades, including failing grades, earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category	Weight
Honors Level 1	plus 10
Honors Level 2	plus 5
Regular	plus 0

The District shall record unweighted numerical semester grades on student transcripts.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Transferred Grades When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the semester grades based on the categories and grade weight system used by the District only if the same or an equivalent course is offered to the same class of students in the District.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. Beginning with the graduating class of 2018, to be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with at least one endorsement.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the ten-thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

Highest Ranking Graduate

The local eligibility criteria for recognition as the valedictorian shall not affect recognition of the highest ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

The District shall calculate class rank for this purpose at the end of the school year.

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

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

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

College and University Admissions and Financial Aid (Secondary Grade Levels Only)

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Clarendon College which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

Communications—Automated

Emergency

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

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

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone,

please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

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

Conduct (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

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

- Paige Steed, Childress High School

Deliveries

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

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should set up an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination *If a Student Has Taken the Course / Subject* (All Grade Levels)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement / Acceleration

If a Student Has Not Taken the Course / Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Kindergarten Acceleration

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

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

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

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

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

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a

false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

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

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

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

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

Discrimination

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

Distance Learning

All Grade Levels

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

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

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

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

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. A student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

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

The school newspaper and the yearbook are available to students.

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

Nonschool Materials

From Students

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

The principal has designated the main hallways as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the school administrator for prior review. The school administrator will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The school administrator has designated case outside of the counselor's office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations. Judgments as to what is neat, clean, modest, immodest, appropriate, or inappropriate are always open to question. The building principal is hereby authorized to make those judgments in as fair, impartial, and consistent a manner as is humanly possible. The principal is the authority in all decisions regarding grooming and dress code, and will make the final decision.

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

Shorts are permitted and acceptable classroom attire. They cannot be cut-offs or biking shorts. Shorts must be within fingertip length.

- Dresses, skirts, and skorts must be an acceptable length.
- Students must wear shoes at all times.

Unacceptable attire and grooming shall include, but not be limited to, the following:

- Pictures, emblems, or writings on clothing/masks that:
 - are lewd, offensive, vulgar, or obscene
 - advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under Board policy
- Tank tops – shirts must have straps that are four fingers wide.
- Spaghetti straps are not permitted. No strapless or off the shoulder tops are allowed.
- Holes in jeans may not be above the approved short line.
- See-through attire or attire that allows undergarments to be visible is also prohibited.
- Low cut top allowing for visible cleavage.
- Uncovered midriff (with arms extended up)
- Colored glasses worn indoors, except by doctor's prescription,
- Boys must not wear sleeveless shirts,
- Students will not be allowed to wear garments with holes in them when traveling to any UIL sports, literary or band competition or performance.
- Hair cut or colored in distracting ways--Principal's discretion
- Hats, caps, beanies or scarves worn on the head are NOT allowed in the building

Pants must be worn above the hips. If the pants cannot be kept up without a belt, a belt must be worn. Undergarments are not to be showing above the waistband of the pants. Pants are to fit properly. Baggy or oversized clothing is not permitted at school or on school sponsored trips.

If the principal determines that a student's dress or grooming violates the dress code, the student will be given school gym clothes/sweats to wear the balance of the day. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. The student will not be allowed to leave the campus to correct the problem. Students will receive a written discipline slip when not meeting dress code.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. After the first incident, the parent will be notified and the student may pick up the confiscated telecommunications device from the principal's office at the end of the day. After the second incident, the parent will be required to pick up the device from the principal's office at the end of the following school day. After the third incident, the parent will be required to pay a \$15.00 fee when they pick up the device from the principal's office at the end of the school day. If the fine is not paid, the parent will be required to pick up the device the fifth day following the confiscation.

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

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

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

End-of-Course (EOC) Assessments

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

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated

assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

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

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

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

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Class Officer Elections and Responsibilities

Students will be given a two-week time period in which to file to run for a given office. No more than 3 school days following the end of this filing period, a class meeting will be held where each candidate will be given an opportunity to speak to their class members and communicate their desire and qualifications for serving in the office for which they are seeking election. Following these speeches, students will vote for their class officers. Ballots will be counted by the student council advisor and announced by the end of the following school day. Responsibilities of each office will be as follows.

Class President -- The class president will serve as an advocate for all class members and will preside over all class meetings.

Class Vice-President -- The class vice-president will serve to support the class president.

Class Secretary -- The class secretary will serve to maintain appropriate record keeping of all class activities.

Class Treasurer -- The class treasurer will serve to ensure that class finances are sound and wisely used for all class activities.

Class Reporter -- The class reporter will serve to maintain appropriate communications relating to class activities between interested groups and individuals.

All class officers will be expected to attend all class meetings and officer meetings to ensure the success of all class activities.

STANDARDS AND QUALIFICATIONS FOR HIGH SCHOOL CHEERLEADER/MASCOT CANDIDATES (See Appendix)

Fees (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
 - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
 - A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

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

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

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

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

Grade-Level Classification (Grades 9–12 Only)

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

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

Grading Guidelines (All Grade Levels)

CISD Grading Policy

Non-negotiable – A minimum of two grades will be earned each week. Two assessments will be given each grading period. Grades will be entered in the online grade book by Tuesday at 8:00am.

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

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

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing**.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written

permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
College, Career, Military Readiness	1	1
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

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

Please review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See policy FMH(LEGAL).]

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

Graduation Activities

Graduation activities will include:

- Baccalaureate on Sunday, May 19, 2022 at 7:00pm
- Graduation on Friday, May 27, 2022 at 7:00pm

Please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation. Students who complete graduation requirements through the GAP/Credit Recovery Program will not be allowed to participate in the graduation ceremony or any related graduation activity.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** .]

Graduation Expenses

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

Scholarships and Grants

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

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

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

Hazing (All Grade Levels)

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

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

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

[See **Bullying** and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis** on page 72, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

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

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

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

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help

applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies**.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

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.

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

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.]

For related information, see:

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

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

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

Junior High / Middle School

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

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

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

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at for information regarding meningitis.

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

[See **Immunization.**]

Diabetes

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

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment

[See **Celebrations** and policy FFAF for more information.]

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

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

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school

property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

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:

- The nurse
- The school counselor

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.

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: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement the above policies and plans.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held meetings. Additional information regarding the district's SHAC is available from central office.

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the

student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Students are only allowed to leave campus during lunch if a parent/guardian comes to the high school office to sign the student out and back in after lunch. Students who leave campus in violation of the lunch rule will be subject to disciplinary action in accordance with the Student Code of Conduct.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade.**]

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

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

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Grades 9–12

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

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another

distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Carl Taylor, Superintendent.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jody Piper, High School Counselor.
- All other concerns regarding discrimination: See the superintendent.

[See policies FB, FFH, and GKD.]

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]

- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at (940)937-6131 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC).**]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

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

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

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

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

Elementary and Middle / Junior High Grade Levels

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

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

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

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

[See **Standardized Testing**.]

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

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and

dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

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

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

High School Grade Levels

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

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

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 61 and **Standardized Testing** for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus**.]

Childress ISD

Safe Return to In-Person Instruction and Continuity of Services Plan

Childress ISD teachers, staff, and administration are ready to welcome students back to school in August. We will begin and continue through the year with an in-person learning environment with a

focus on the health, safety, and well-being of our students, staff, and community. The district will comply with applicable state and federal employment and disability laws, workplace safety standards, accessibility standards to address individual needs, guidance from TEA, and recommendations from the CDC.

Plans will remain flexible to accommodate potential changes and these guidelines may be modified as needed. We will continue to provide the most consistent learning environment for our students. As adjustments may be necessary throughout the year, it will be our priority to keep the community informed of those changes.

Childress ISD will not allow remote learning for the 2021-2022 school year unless a student falls into one of the following categories: 1. Students who have been quarantined due to close contact exposure. 2. Students who have received a positive test result for COVID-19.

Childress ISD will continue to keep the health, safety and wellbeing of the students and staff as a top priority by doing the following:

- CISD will not require students or staff to wear a mask. If a person chooses to wear a mask, they will be allowed to do so.
- CISD will continue to practice social distancing, proper handwashing, and respiratory etiquette.
- Additional cleaning and disinfecting protocols will continue to be in place to ensure healthy facilities.
- CISD is working to improve and maintain ventilation and improvements to air quality.
- Contact tracing, isolation and quarantine protocols will continue to occur to reduce the spread of COVID.
- Staff and students must report to campus/district administration if they are test-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry provided by their doctor.
- If an individual who has been in a school is test-confirmed to have COVID-19, the district will notify the local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
- Upon receipt of information that any teacher, staff member, student, or visitor at a school is test-confirmed to have COVID-19, the district will submit a report to the Texas Department of State Health Services via an online form. The report must be submitted each Monday for the prior seven days (Monday-Sunday).

Communication

The Childress ISD COVID-19 communication team will consist of the following personnel. If you have any questions or concerns, please direct them to one of the members below.

Superintendent

Carl Taylor

High School Principal
Junior High Principal
Elementary Principal

Paige Steed
Marsham Meacham
Janet Word

Due to the continually changing conditions in our world, this plan will be reviewed every six months with public input to ensure the district should make changes.

The details in this document are subject to change as directives are provided by governing authorities and/or health officials or as environmental conditions change.

Report Cards / Progress Reports and Conferences (All Grade Levels)

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

At the end of the first grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 79 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 61.]

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

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

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

Retaliation

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

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by using the StopIt App.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Text Alert, Social Media, District Website

[See **Communications-Automated, Emergency.**]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing.**]

Schedule Changes (Middle / Junior High and High School Grade Levels)

Schedule change forms are located in the counselor's office and can be filled out within the first full week of the semester for consideration. All other schedule change requests will be considered at the principals' discretion.

School Facilities

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

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

The following areas are open to students before school, beginning at 7:30a.m.

- CHS Cafeteria

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

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

Asbestos Management Plan (All Grade Levels)

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

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact: 940-937-2501 ext 1070

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator.

Conduct Before and After School (All Grade Levels)

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

Use of Hallways during Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the school office to apply for free or reduced-price meal services.

See CO for more information.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding

account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Library ***(All Grade Levels)***

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

Meetings of Noncurriculum-Related Groups ***(Secondary Grade Levels Only)***

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

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

School-sponsored Field Trips **(All Grade Levels)**

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

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

Drug Testing
(Secondary Grade Levels Only)

CHILDRESS INDEPENDENT SCHOOL DISTRICT

DRUG TESTING POLICY

The Conduct of a student both in and out of extracurricular activities should bring honor to oneself, the school, community, parents, and the activity in which one is participating. The student who participates in extracurricular activities is a role model for Childress ISD and fellow students and shall set and uphold standards of the highest quality. Any action, which reflects detrimentally on Childress ISD, will not be tolerated.

Participation in school sponsored extracurricular activities is a privilege. That includes all competitive performances and contests, student elected offices or positions, and all social or service organizations.

The purpose of the drug testing policy is to prevent illegal drug use; to educate students and parents as to the serious physical, mental, and emotional harm caused by illegal use; to alert students with possible substance abuse problems to the potential harms of illegal drug use; to prevent injury, illness, and harm as a result of illegal drug use and to strive for an environment free of illegal drug use and abuse within the Childress Independent School District.

Each student participating in extracurricular activities, U.I.L. events, service organizations, clubs, or that hold an elected or appointed office will be subject to drug testing.

Students that tested positive or have been tested for reasonable suspicion may be subject to weekly-observed testing procedures for a 12-month period. Cold samples will be considered a positive test.

No student shall be allowed to practice or participate in any extracurricular activity until the student has returned the properly signed Drug Testing Consent Form.

The sanctions of a drug testing policy relate solely to limiting the opportunity of any student found to be in violation of this policy to participate in extracurricular activities. There will be no academic sanctions for violation of this policy.

SANCTIONS

Positive Test or Cold Sample - First Offense

1. The student will be removed from all activities for 90 instructional days.

2. The student will successfully complete a drug/alcohol education course and counseling. Parents are encouraged to participate in the counseling process.
3. The student will be tested each time a drug test is given during his/her involvement in extracurricular activities until they are no longer part of the programs or they graduate.

Positive Test or Cold Sample - Second Offense

1. The student will be removed from all activities for the remainder of their eligibility.

Defined a Cold Sample is a sample that is not of the proper temperature according to the Drug testing agency.

A STUDENT WHO REFUSES TO GIVE A SAMPLE WILL BE REMOVED FROM ALL EXTRACURRICULAR ACTIVITIES FOR ONE YEAR.

While serving out the suspension, the student is banned from all extracurricular activities.

This is for all offenses.

However the student will remain in the offseason program and must be in good standing to continue in any extracurricular program.

Note: Student who fails a drug test may not join a season that is already in process.

Example: Student fails a drug test and the next sport has already started practice. That student is ineligible to play that sport.

DRUG TESTING PROCEDURE

A double blind number system will be used to protect student identities. Students to be tested will be selected through computer-generated selection by the District's designee, Allied Compliance Services. All students begin in the regular pool; after the test, those testing negative will be placed in the negative pool. Students in the negative pool will continue to be tested during the year.

School officials will take students to the campus drug-testing site to produce a specimen. Students will have 1 ½ hours to produce a specimen. Failure to produce a specimen will be considered a positive test.

Parents will be notified of positive test results.

1. Parents may contact the Medical Review Office to discuss medication being taken.
2. The coach/sponsor will be notified of a positive test after school officials and parents have been notified and the test results have been confirmed.

APPEAL

Parents may request a retest at parental expense under the following condition:

- a. The retest must be requested and conducted within eighteen (18) hours of notification of the original test results.
- b. The District's designated testing facility and testing company must conduct the retest.
- c. A hair sample test will be used for the appeal process unless the drug test was positive for THC, and in that case, a monitored urine test will be used for the appeal process.
- d. A representative from either the district or contracted company will conduct the retest.
- e. A parent and school representative may monitor the retest process.
- f. Students will not participate in activities while waiting for the test results.

Sexual Harassment

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

Special Programs (All Grade Levels)

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

Standardized Testing

Secondary Grade Levels

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

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

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the

reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 80.]

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

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

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

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

- Algebra I
- English I and English II
- Biology
- U.S. History

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

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

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

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

[See **Graduation**.]

Students in Foster Care (All Grade Levels)

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

Please contact Sarah Mills who has been designated as the district's foster care liaison, at (940)937-2501 with any questions.

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

Student Speakers (All Grade Levels)

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

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

Tardies (All Grade Levels)

A student who is tardy to class more than four times may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

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

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

Transportation (All Grade Levels)

School-sponsored Trips

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

Buses and Other School Vehicles

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact (940)937-2662.

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

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

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

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

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

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

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

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

speak with the principal or who the district has designated to coordinate the implementation of and compliance with this law.

Re: Audio/Video Self-Contained Classroom Recording

From: Childress ISD

This letter is to inform you of action taken by Childress Independent School District to begin using audio/video cameras in self-contained classrooms for the benefit and safety of Childress ISD faculty, staff, and students. We currently use video recordings in all public areas and will now begin to deploy cameras in self-contained classrooms with guidelines from Senate Bill 507, Section 26.009(b), and 29.022 of the Texas Education Code (below).

An employee of a school district is not required to obtain consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for

- 1) *Purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;*
- 2) *A purpose related to a cocurricular or extracurricular activity;*
- 3) *A purpose related to regular classroom instruction; [or]*
- 4) *Media coverage of the school; [or]*
- 5) *A purpose related to the promotion of student safety under Section 29.022.*

Sec A29.022 VIDEO SURVEILLANCE OF CLASSROOMS: (a) In order to promote student safety on request by a parent, trustee, or staff member, a school district...shall provide equipment, including a video camera, to each school in the district...in which a student receiving special education services in a self-contained classroom is enrolled. Each school or campus that receives equipment shall place and maintain the video camera in a self-contained classroom in which the only students in regular attendance:

- 1) *Are eligible to take an alternative assessment instrument under Section 39.023(b) or would be eligible to take an alternative assessment under Section 39.023(b). If students were enrolled in a grade level for which an assessment instrument required under Section 39.023 is administered; and*
- 2) *Are nonverbal or have a limited ability to communicate as those terms are defined by the agency. Video cameras placed under this section must be capable of:*
 - a) *Covering all areas of the classroom, except that a bathroom or any area in the classroom in which a student's clothes are changed, may not be monitored; and*
 - b) *Recording audio from all areas of the classroom covered as required by Subdivision (1).*

Before a school or campus places a video camera in a classroom under this section, the school or campus shall provide written notice of the placement to the parents of a student receiving special education services in the classroom. For purposes related to this section, but subject to Subsection (d), Parental consent is not required.

If you have any further questions, please feel free to contact me.

Sincerely,

Carl Taylor - Childress ISD Superintendent

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

Visitors to the School (All Grade Levels)

General Visitors

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

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

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

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

On certain day throughout the year the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

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

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

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

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

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

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

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

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

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

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

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

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

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR

EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary, for promotion or graduation.

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

TAC stands for the Texas Administrative Code.

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

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

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

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

Appendix: Freedom from Bullying Policy

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

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 2/19/12

The Board shall adopt a policy, including any necessary procedures, concerning bullying that: 1. Prohibits the bullying of a student; 2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying; 3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident; 4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying; 5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying; 6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred; 7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and DEFINITION POLICY Childress ISD 038901 STUDENT WELFARE FFI FREEDOM FROM BULLYING (LEGAL) DATE

ISSUED: 2/19/2012 2 of 2 UPDATE 93 FFI(LEGAL)-P 8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ] The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable. Education Code 37.0832(a)-(e)

Childress High School

Parent and Family Engagement Policy

ESSA Section 1116

2020-2021

1. Childress High School shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of ESSA Section 1116 subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116 (b)(1) & (e)(5)

The Parent Family Engagement policy is typically reviewed at the fall campus site-based meeting. Parent representatives are on this committee. The policy is distributed to parents at Back to School Night in the fall and it is also available online.

2. Childress High School shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; Section 1116 (c)(1)

Parents and students are invited to Back To School Night in the fall where they are given this information in handout form as they visit teachers' classrooms. Teachers and administration are also available at this time to answer any questions they may have. Parents are also invited to attend an awards assembly in the spring where this information is distributed again as well as any updates to the information.

3. Childress High School shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement; Section 1116 (c)(2)

The fall meeting is offered in the evening. Parents who are unable to attend this meeting are given the opportunity to come and visit any time during the days following prior to school starting. Parents are invited to attend other various activities throughout the year. FAFSA Night, Junior Ring Ceremony, Senior Night for all sports, Sporting Events, Awards Assembly, NHS Induction Ceremony, Talent Show, College Day, Career Fair, Band Concerts, One Act Play Performances, Theater Productions, FCCLA Banquet, FFA Banquet, UIL Awards Assembly, and Back to School Night.

4. Childress High School shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) (Campus Improvement Plan), except that if a school has in place a process for involving parents in the joint planning

and design of the school's programs, the school may use that process, if such process includes adequate representation of parents of participating children; Section 1116 (c)(3)

There is parent representation on the Campus Site-Based committee. They attend a meeting prior to the start of school as well as meetings throughout the year. The parent representation on the committee is an adequate representation of the demographics of the school community.

5. Childress High School shall provide parents of participating children—

- (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;
- Section 1116 (c)(4)

Parents are informed about the Parent and Family Engagement policy at various times throughout the year and the policy is made available online. FAFSA Night, Junior Ring Ceremony, Senior Night for all sports, Sporting Events, Awards Assembly, NHS Induction Ceremony, Talent Show, College Day, Career Fair, Band Concerts, One Act Play Performances, Theater Productions, FCCLA Banquet, FFA Banquet, UIL Awards Assembly, and Back to School Night are just a few of the program activities offered at Childress High School.

6. If the schoolwide program plan (Campus Improvement Plan, CIP) under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
Section 1116 (c)(5)

7. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Childress High School shall: Section 1116 (e)

(i) provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
Section 1116 (e)(1)

(ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

(iii) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

Mental Health First Aid Training was offered to Childress High School parents this fall. A parent committee planned and funded an Anti-Bully program for all students.

(iv) to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (e)(4)

(v) provide such other reasonable support for parental involvement activities as parents may request. Section 1116 (e)(14)

Childress High School's Student Handbook

**CHILDRESS INDEPENDENT SCHOOL DISTRICT
GREENBELT SPECIAL SERVICES COOPERATIVE
PO Box 150
Quanah, Texas 79252
(940) 663-6321**

To: Parents and Adult Students with a Disability,

Each campus within the Childress Independent School District maintains attendance, academic, and health records on all students enrolled in the school. Special education records on all students enrolled in special education and on all students referred for consideration of special education are kept in Quanah, Texas, at Greenbelt Shared Services Arrangement office and are under lock. The Director of the Shared Services Arrangement has responsibility for special eligibility records. In addition, the special education teachers keep in their classroom copies of the individual education plans (IEPs) and academic evaluation reports for their assigned students.

There are posted near the file cabinet names of those persons who have a legitimate educational interest and therefore, are entitled to access of records without consent of the parents or adult disabled student. Persons with legitimate educational interests are those persons who are assigned responsibility for a portion of the student's education experience, or who have a need to inspect the records for audit purposes. These individuals include designated teachers and support personnel from the Regional Service Centers, Regional School for the Deaf, and the Texas Education Agency. Personnel within the public school system whose names are not posted will sign the record of access form on the eligibility folder, stating the date, his/her name, title, agency, and the reason for access to the student's eligibility folder. All other persons must present written consent before access will be permitted, and they must also sign the record of access form.

The Greenbelt Shared Services Arrangement recognizes the rights of parents, adult disabled students and/or their designee as outlined under the Family Educational Rights and Privacy Act of 1974. The policy regarding these rights and administrative procedures are included in Confidentiality of Records. Copies of these policies and administrative procedures are located in the offices of the superintendent and director of special education. The filing of complaints of administrative procedures will follow complaint procedures as established in the policies.

Requests to inspect the special education records will be directed to the Director of the Greenbelt Shared Services Arrangement and an appointment with the appropriate school personnel will be scheduled without unnecessary delay and before any meeting regarding an individual education plan or hearing. In no case will the appointment be scheduled more than 30 days after the request. Appropriate personnel upon request will interpret any information in the records.

If the parent or adult disabled student requests the deletion or change of any portion of the records, this request will be considered, unless that portion is necessary to document eligibility for services. If the request is denied, the parent or adult disabled student has the right to write a dissent or addition to be included in the records, and/or appeal the decision by following the complaint procedures as established in the Explanation of Procedural Safeguards.

Copies of their student records will be supplied to parent or adult disabled students at their request as expeditiously as possible with a fee of \$.05 per page required. If a student moves, Childress ISD is required to send all records, including special education records, to the new district within 30 calendar days. Greenbelt SSA is not required to obtain consent to send these records, but we are required to inform you that these records have been sent.

Childress High School's Student Handbook

Student's eligibility folders will be maintained within the Shared Services office at least seven years after the cessation of services to students with a disability. After that time, in the event it is planned to destroy these records, written notification will be forwarded to the latest address recorded in each of the eligibility folders no later than three months before the records are scheduled to be destroyed. Written requests not to destroy the special education records from parents or adult disabled students will be honored.

Areglo de Servicios Compartidos de Greenbelt (Greenbelt Shared Services Arrangement) Para: Padres y Estudiantes Adultos con discapacidades

Cada escuela dentro del Distrito Escolar Independiente de Childress (Childress Independent School District) mantiene récords de asistencia, academia, y salud de cada estudiante que se alista en la escuela. Records de Educación Especial de todos estudiantes alistados en Educación Especial y todos estudiantes remitidos para consideración para educación especial son guardados en Quanah, Texas, en la oficina de Areglo de Servicios Compartidos de Greenbelt (Greenbelt Shared Services Arrangement) y son guardados con llave. El director del Areglo de Servicios Compartidos (Shared Services Arrangement) tiene la responsabilidad para récords de elegibilidades especiales. También las maestras de educación especial tienen copias en sus salones de los planes de educación individuales (IEP's) y reportes de evaluaciones académicas para estudiantes asignados.

Están listados cerca del guardadero los nombres de las personas que tengan un interés legítimo educacional y que sean titulados para tener acceso a los records sin permiso de los padres o estudiantes adultos con discapacidades. Personas con razones legítimas educacionales son las personas que tienen la responsabilidad por parte de la experiencia educacional de los estudiantes o que tienen la necesidad para inspeccionar los records para razones aduerosas. Estas personas incluyen maestras indicados y personal soportables de los Centros de Servicios Regionales (Regional Service Centers), Escuela Regional de Sordos (Regional School for the Deaf), y Agencia de Texas de Educación (Texas Education Agency). Personal dentro de la systema de la escuela pública que sus nombres no están listados, van a firmar la forma de record de acceso del record de elegibilidad del estudiante. Todas otras personas necesitan presentar permiso escrito antes que acceso se permite y necesitan que firmen la forma de record de acceso.

El Areglo de Servicios Compartidos de Greenbelt (Greenbelt Special Services Arrangement) reconoce los derechos de padres, estudiantes adultos con discapacidades o sus indicados como son esquilados bajo de Derechos de Familia Educacionales (Family Educational Rights) y Acto de Aislamiento de 1974 (Privacy Act of 1974). La política tocante de estos derechos y procedimiento administrativos son incluidos en Records Condificiales. Copias de estas políticas y procedimientos administrativos son localizadas en las oficinas de el superintendente y director de educación especial. Los acciones de archivar quejas de procedimientos administrativos siguen procedimientos de quejas como están establecidos en las políticas.

Solicitaciones para inspeccionar los records de educación especial serán dirigidas al Director del Areglo de Servicios Compartidos de Greenbelt (Greenbelt Special Services Arrangement) y una cita con personal apropiada será listada sin tardar necesariamente y antes de una cita que reconoce el plan de educación individualmente o corte. En no caso la cita será listada en dentro de 30 días después de la solicitud. Personal apropiada por solicitud intrepertará cualquier información en el record.

Si el padre o estudiante adulto con discapacidades solicita borrar o cambiar cualquier parte del record, esta solicitud será considerada, a menos que esa parte es necesaria para documentar elegibilidad para servicios. Si la solicitud sea denegación, el padre o estudiante adulto con discapacidades tiene la derecha a escribir un desintimiento o agregación que sea incluido en los records, y/o apelar la decisión siguiendo los procedimientos de quejas como están establecidos en el Explicación de Procedales de Salvaguardias (Explanation of Procedural Safeguards).

Childress High School's Student Handbook

A instancias de padres o estudiantes adultos con discapacidades copias de records de sus estudiantes sean dadas lo mas pronto posible con un requerimiento de \$.05 por pagina. Si el estudiante se mueve, Childress ISD tiene que enviar todos los records, incluyendo records de educacion especial, al nuevo distrito dentro de 30 dias de calendario. Areglos de Servicios Compartidos (Greenbelt SSA) no necesita obtener consentimiento para mandar estos records, pero tienen que informar a Ud. que estos records se han enviado.

Records de elegibilidad de estudiantes seran mantenidos dentro la oficina de Servicios Compartidos (Shared Services) si quiera siete anos despues de cesacion de servicios de estudiantes con discapacidades. Despues de ese tiempo, en el evento que se hacen planes de destruir estos records, notificacion escrita sera enviado al ultimo direccion documentado en cada record de elegibilidad dentro de tres meses antes que el record sera listado para destruir. Solicitaciones escritas a no destruir records de educacion especial de padres o estudiantes adultos con discapacidades seran honrados.

Options and Requirements For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date that the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards-Right of Parents of Students with Disabilities*.

NOTICE OF RIGHTS FOR DISABLED STUDENTS AND THEIR PARENTS UNDER §504, THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly known in the schools as "Section 504," is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, §504 applies to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to nondisabled students.

Under §504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially limiting impairment, or who are regarded as being disabled even if

Childress High School's Student Handbook

they are truly not disabled. Students can be considered disabled, and can receive services under §504 even if they do not qualify for or receive special education services.

The purpose of this Notice is to inform parents and students of the rights granted them under §504. The federal regulations that implement §504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR) and entitle parents of eligible students, and the students themselves, to the following rights:

1. You have a right to be informed about your rights under §504. [34 CFR 104.32] The School District must provide you with written notice of your rights under §504 (this document represents written notice of rights as required under §504). If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District's §504 Office and they will assist you in understanding your rights.
2. Under §504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of nondisabled students are met [34 CFR 204.33].
3. Your child has the right to free educational services, with the exception of certain costs normally also paid by the parents of nondisabled students. Insurance companies and other similar third parties are not relieved of any existing obligation to provide or pay for services to a student that becomes eligible for services under §504 [34 CFR 104.33].
4. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services [34 CFR 104.34].
5. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students [34 CFR 104.34].
6. The School District must undertake an evaluation of your child prior to determining his or her appropriate educational placement or program of services under 504, and also before every subsequent significant change in placement [34 CFR 104.35].
7. If formal assessment instruments are used as part of an evaluation, procedures used to administer assessments and other instruments must comply with the requirements of §504 regarding test validity, proper method of administration, and appropriate test selection [34 CFR 104.35]. The District will consider information from a variety of sources in making its determinations, including, for example; aptitude and achievement tests, teacher recommendations, reports of physical condition, social and cultural background, adaptive behavior, health records, report cards, progress notes, parent observations, and scores on TEAMS/TAAS tests, among others [34 CFR 104.35].
8. Placement decisions regarding your child must be made by a group of persons (a §504 committee) knowledgeable about your child, the meaning of the evaluation data, possible placement options, and the requirement that to the maximum extent appropriate, disabled children should be educated with nondisabled children [34 CFR 104.35].
9. If your child is eligible for services under §504, he or she has a right to periodic evaluations to determine if there has been a change in educational need. Generally, an evaluation will take place at least every three years [34 CFR 104.35].
10. You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child [34 CFR 104.36].

Childress High School's Student Handbook

11. You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under §504) [34 CFR 104.36].

12. You have the right to an impartial due process hearing if you wish to contest any action of the District with regard to your child's identification, evaluation, or placement under §504 [34 CFR 104.36.]. you have the right to participate personally at the hearing, and to be represented by an attorney, if you wish to hire one.

13. If you wish to contest an action taken by the §504 Committee by means of an impartial due process hearing, you must submit a Notice of Appeal or a Request for Hearing to the District's §504 Coordinator at the address below:

Carl Taylor
PO Box 179
Childress, TX 79201-0179
940-937-2501

A date will be set for the hearing and an impartial hearing officer will be appointed. You will then be notified in writing of the hearing date, time, and place.

14. If you disagree with the decision of the hearing officer, you have a right to seek a review of that decision before a court of competent jurisdiction (normally, your closest federal district court).

15. With respect to other issues surrounding your child's education that do not specifically involve identification, evaluation, or placement, you have a right to present a grievance or complaint to the District's §504 Coordinator (or their designee), who will then investigate the situation, taking into account the nature of the complaint and all necessary factors, in an effort to arrive at a fair and speedy resolution.

16. You also have a right to file a complaint with the Office for Civil Rights (OCR) of the Department of Education. The address of the OCR Regional Office that covers Texas

Director
Office for Civil Rights, Region VI
1999 Bryan Street, Suite 2600
Dallas, TX 75201
214-880-2459

STANDARDS AND QUALIFICATIONS FOR HIGH SCHOOL CHEERLEADER/MASCOT CANDIDATES

General Information

Students shall meet all TEA requirements and UIL rules regarding extracurricular activities in order to be eligible to be candidates. {TAC Chapter §76}

Ineligible students shall not travel with the school organization to a contest, sit with them, or wear uniforms during a contest. Exception: Since athletic scrimmages are practice sessions, ineligible students may travel, wear uniforms, and participate.

Cheerleaders/mascot must be willing to serve in any capacity without regard for praise or reward. He/she should be available to participate in all required activities - games, fundraisers, practices, meetings, etc.

School sponsored transportation to all events will be provided. Cheerleaders/mascot will be expected to use school transportation to return home from an event. Cheerleaders/mascot will be released to ride with a parent only when parent is not returning to Childress the night of the event. Parents must see sponsor personally to sign a release. During basketball season, parents will see sponsor to sign a release before the bus leaves for the game.

In the event that a cheerleader is dismissed, moves, quits, or resigns during the present school year, he/she will not be replaced.

In the event that a mascot is dismissed, moves, quits, or resigns before December 1 of the school year in which she has served, the mascot will be replaced. After that date, replacement will be made at the discretion of the sponsor and Principal.

If a cheerleader (8th grader or high school) is removed from a squad or resigns from a squad, then he/she is ineligible to try out for the following year's squad.

Each cheerleader/mascot will be required to attend cheerleading camp during the summer months. Each cheerleader/mascot will spend the last week in July painting motivational signs. They will also serve refreshments to the football players during two a days. Work schedule must be arranged so the cheerleader/mascot will be free to do cheerleading activities and practices during that week.

A cheerleader/mascot may be disqualified for the year elected for the following reasons:

1. Suspension from school
2. Truancy
3. An unexcused absence from required games
4. Failure to comply with rules and regulations/flagrant violation of civil law
5. Use of alcoholic beverages and/or drugs
6. Lack of cooperation with other cheerleaders and/or the sponsor
7. Failure to maintain required grades
8. Becoming pregnant while serving as a cheerleader/mascot
9. Failure to meet state compulsory attendance requirement

10. Fighting

The top 8 scores from the junior and senior classes will be elected for Varsity squad, and the top 8 scores from the sophomore and freshmen classes will be elected for the Junior Varsity squad. Varsity cheerleaders will have separate responsibilities and different uniforms.

A complete copy of the standards and qualifications, and parent consent forms, are available from cheerleader sponsors.

Academic Evaluation for Childress High School

Cheerleader/Mascot Candidates

Subtract 1 point per every 3 tardies

Subtract 1 point per every 3 unexcused absences

Subtract 1 point per every 2 demerits

Subtract 1 point/incident

cell phone/electronic paging/failure to follow directions

Subtract 2 points/incident

cheating/class disruption/dress code violation/profanity/gestures/refusing to participate in class/violation of the electronic usage policy

Subtract 3 points/incident

sexual or unwanted physical contact/defiance or disrespect/disorderly

conduct/hazing/theft/threats(oral or written)/tobacco, drug or alcohol/vandalism

Total Deductions

Add 5 points for current overall average of 98-100

Add 4 points for current overall average of 94-97

Add 3 points for current overall average of 90-93

Total Additions

Elections

Students trying out for cheerleader must be academically eligible at the time tryouts occur and capable of maintaining their eligibility during the school year (see section on Extracurricular Activity Regulations).

Each candidate is required to perform a cheer, a chant, a jump, and a group cheer in front of judges who are college cheerleaders and who will rate them on motion/technique, jumps, voice, spirit, expression, and appearance.

The Varsity head cheerleader will be chosen by the newly elected Varsity squad, the newly elected Bobcat, and the sponsor. She must be a senior and have served as cheerleader the previous year.

Financial Responsibility of Parents

Each Varsity and Junior Varsity cheerleader is expected to buy her own uniform and camp clothing. Fundraisers will defray part of this cost. Varsity and JV uniform payments will be due on June 1, July 1, and August 1. The balance will be due August 1. All Varsity and JV uniforms will be paid for before uniforms are issued.

Funds earned through fund raising in the name of the organization such as JV or Varsity cheerleader will become part of the general revenue for that program. The funds that are left over at the end of the year are used for supplies and not for an individual member that the funds were raised through.

Responsibilities of Varsity Cheerleaders

All Varsity Cheerleaders

All of the requirements listed in General Information apply to Varsity cheerleaders. Varsity cheerleaders will lead yells at all Varsity football and basketball games. Varsity cheerleaders will be responsible for planning and leading cheers at all pep rallies.

All Varsity cheerleaders must be on time and present at all cheerleading activities. Any releases from these activities must be received through the sponsor. Releases will be given for the following purposes:

1. Participation in another school sponsored event
2. Illness and/or injury

All Varsity cheerleaders must cooperate fully with their head cheerleader and their sponsor.

If a cheerleader plays Varsity girls basketball, she will be required to be on the court cheering before the end of the first quarter of the Varsity boys' game, and be prepared to cheer between the first and second quarters.

Head Varsity Cheerleader

The head cheerleader must clear all cheerleader activities and plans with the sponsor in advance.

She will be in charge of all cheerleaders and mascot and must work closely with the JV cheerleader and the sponsor.

She is responsible for making the following decisions and informing the other cheerleaders:

1. Time and place for practice
2. Time place of any necessary meetings

She must see that all other cheerleaders are cooperating and doing their part.

She is responsible for seeing that other cheerleaders are informed about and prepared for camp.

She is in charge of keeping a demerit sheet up to date and keeping the cheerleaders and sponsor informed of demerit status.

Responsibilities of Junior Varsity Cheerleaders

All JV Cheerleaders

All requirements listed under General Information apply to JV cheerleaders.

JV cheerleaders will lead cheers at all B-Team and JV football games. They will also lead cheers at all home B-Team and JV basketball games, both boys' and girls'. Attendance at out of town basketball games will be decided by sponsor.

JV cheerleaders will be expected to promote enthusiasm in the stands or other designated areas during the pep rallies.

All JV cheerleaders must be on time and present at all cheerleading activities. Any releases from these activities must be received through the sponsor. Releases will be given for the following purposes:

1. Participation in another school sponsored event
2. Illness and/or injury

All JV cheerleaders must cooperate fully with the sponsor, Varsity head cheerleader, and their sponsor.

Any JV cheerleader who plays Varsity, JV or B-Team basketball will follow this schedule:

1. When the boys play before the girls, she is required to cheer until half time of the boys' game.
2. When the girls play first, she will be dressed and on the court to cheer before the end of the first quarter.

Head JV Cheerleader

There will not be a designated head JV cheerleader.

Each cheerleader will be assigned a JV game. She will be responsible for leading the squad in choosing cheers, promoting enthusiasm, and making sure all cheerleaders are present and on time. The sophomore cheerleaders will be assigned the first four games of the season.

Qualifications and Responsibilities - Bobcat (Mascot)

All of the requirements listed in General Information for cheerleaders apply to the Bobcat.

The Bobcat must be a junior or senior during the school year in which he/she will serve.

The Bobcat, as the mascot of CHS, will be dressed in the Bobcat costume at all required events.

The Bobcat will serve as a spirit builder among the student body, initiating and encouraging school spirit.

The Bobcat will attend all cheerleader practices and meetings and will assist cheerleaders in spirit builders such as tattoo sales, etc.

The Bobcat will take part in all fundraising activities planned by the cheerleaders. The Bobcat will cooperate fully with the head Varsity cheerleader and the sponsor.

The Bobcat is responsible for cleaning and storing the mascot costume throughout the season.

The costume must be cleaned and stored for the summer.

Game Conduct

Each cheerleader/mascot must attend all football and basketball games. The only exception to be allowed will be a medically excused absence.

All cheerleaders/mascot will stand in their designated places during football and basketball games.

Cheerleaders/mascot will be allowed one break at halftime during football games and basketball games. Boyfriends and girlfriends will not be allowed to sit with the cheerleaders/mascot during games.

There will be no public displays of affection while in uniform representing CHS. There will be no gum chewing while representing CHS as a cheerleader/mascot.

Hair will be worn up or pulled completely and securely back from the face during any performance.

There will be no combing or brushing hair in public or while game is in progress. There will be no jewelry worn while cheering, as this is dangerous.

Guidelines for Social Media (Facebook, Twitter, Snapchat, Instagram, etc...)

As you begin participation in another year, the High School wants to make sure you are aware of the social networking guidelines. In this context, each student-athlete must remember that cheering for Childress High School is a privilege. As a cheerleader, you represent Childress High School and the community of Childress. You are expected to portray yourself, your team, and the School District in a positive manner at all times.

Attached you will find the new social networking guidelines which provide the following guidelines for social networking site usage:

- Everything you post is public information – any text or photo placed online is completely out of your control the moment it is placed online – even if you limit access to your site. Information (including pictures, videos, and comments) may be accessible even after you remove it. Once you post a photo or comment on a social networking site, that photo or comment becomes the property of the site and may be searchable even after you remove it.
- What you post may affect your future. Many employers and college admissions officers review social networking sites as part of their overall evaluation of an applicant. Carefully consider how you want people to perceive you before you give them a chance to misinterpret your information (including pictures, videos, comments, and posters).
- Similar to comments made in person, CISD will not tolerate disrespectful comments and behavior online, such as:

- Derogatory language or remarks that may harm my teammates or coaches; other CHS student athletes, teachers, or coaches; and student-athletes, coaches, or representatives of other schools, including comments that may disrespect my opponents.
- Incriminating photos or statements depicting violence; hazing; sexual harassment; full or partial nudity; inappropriate gestures; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
- Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
- Indicating knowledge of an unreported school or team violation—regardless if the violation was unintentional or intentional.

Demerit System

The following demerit system will apply to all cheerleaders/mascot:

1. Late to game, practice, meeting, or halftime
2. Gum in mouth during game; wearing of jewelry during game or pep rally
3. Talking while sponsor is talking
4. Uncooperative attitude
5. Failure to learn cheers and chants
6. Failure to yell
7. Improper attire (including hair not pulled securely off face)
8. Rudeness, disrespectfulness, or defiance to anyone, including peers, faculty members, administrators, game officials, team members or sponsors
9. Visiting during games
10. Grouping and/or huddling up during games
11. Failure to participate in making signs, which must be acceptable and appropriate
12. Violation of rules and regulations in cheerleader constitution
13. Failure to attend or participate in activities
14. Failure to participate in fundraising (Ex. Selling less than 10 Super Fan Ads)
15. Discipline Referral from Principal
16. Improper use of social media (Depending on how many offenses used in the improper use of social media more than just 1 demerit will be given.)

6 Demerits = one week suspension (must attend all practices) 10 Demerits= permanent dismissal from squad

Miscellaneous

Everyone must have self-motivation and self-discipline throughout the entire year. There must be successful communication between squads, squad members, and sponsors in order to maintain harmony and success as cheerleaders/mascot. In case of conflict, the sponsor's decision is final. Cheerleaders are carefully selected and are an elite group of students at CHS and therefore should take pride in their attitudes, actions, dress, and citizenship.

A complete copy of the standards and qualifications, and parent consent forms, are available from cheerleader sponsors.

Index

- absences
 - doctor's note, 33
 - excused, 29
 - extenuating circumstances, 31
 - for college visits, 29
 - for competition, 53
 - for playing "Taps", 30
 - for students in foster care, 29
 - makeup work, 71
 - military families, 22, 29
 - parent's note, 32, 33
 - unexcused, 30
 - See also* attendance.
- academic programs
 - nontraditional, 74
 - parent involvement, 74
- accelerated instruction
 - attendance, 28, 30
 - failure to meet passing standards on state assessment, 28
 - reading instruction, 28
- accident insurance, 79
- accountability of the school district, 33
- ADA/Section 504 coordinator, 73
- admission, review, and dismissal (ARD)
 - committee, 59
- admissions
 - college and university, 38
 - University of Texas at Austin, 38
- Advanced Placement (AP) courses, 39
- anaphylaxis, 73
 - See also* food allergies.
- Armed Services Vocational Aptitude Battery test, 34
- asbestos, 66
- assistance animals, 23
- attendance, 28
 - college visits, 29
 - compulsory, 28, 29
 - doctor's note, 33
 - driver license, 33
 - extenuating circumstances, 31
 - for credit, 31
 - for final grade, 31
 - military families, 22
 - official attendance-taking time, 32
 - parent's note, 32
 - principal's plan, 31
 - students 19 or older, 28
 - students with disabilities, 30
 - truancy court, 31
 - truancy prevention measures, 30
 - unexcused absences, 30
 - warning letter, 30
- attendance review committee, 31, 43
- automatic admission, 38
- awarding credit, 43
- awards, 34
- bacterial meningitis**, 62
 - communicability, 63
 - defined, 62
 - prevention, 63
 - symptoms, 62
 - See also* contagious diseases.**
- bilingual programs, 27, 51
- bullying, 34
 - counseling, 35
 - cyberbullying, 34
 - policy, 95
 - school safety transfer, 23
 - See also* hazing.
- bus rules, 88
- buses
 - hazardous route pickup, 88
 - pickup and drop-off locations, 88
 - required conduct, 88

- routes and schedules, 88
- Buses, 88
- cafeteria, 81
- campus behavior coordinator, 41
- career and technical education (CTE), 35
 - college credit courses, 39
 - counseling, 42
 - nondiscrimination statement, 36
- Celebrate Freedom Week, 16
- celebrations, 36
- cell phones, 50
- certificate of attendance, 59
- certificate of coursework completion, 59
- child abuse, 36
- class changes, 87
- class rank**, 37
- class schedules, 38
 - partial vs. full-time, 38
 - schedule changes, 80
- classroom parties, 36
- clubs. *See* extracurricular activities.
- college
 - admissions, 38
 - credit, 39
 - University of Texas at Austin, 38
 - visits, 29
- communicable diseases
 - See* contagious diseases.
- communications, automated, 39
 - emergency, 39
 - nonemergency, 40
- complaints, 21, 40
- conduct, 40
 - at social events, 42
 - before and after school, 81
 - campus behavior coordinator, 41
 - disrupting school operations, 41
 - on school buses, 88
 - on school transportation, 41
 - use of hallways, 81
 - when school rules apply, 40
- contagious diseases, 62
- bacterial meningitis**, 62
 - excluding from school, 62
 - leaving campus in case of illness, 70
- corporal punishment, 12
- correspondence courses. *See* distance learning.
- counseling
 - academic, 42
 - grades 7 and 8, 42
 - at elementary and middle/junior high school, 42
 - personal, 42
 - postsecondary education, 42
- credit
 - by exam, 43
 - for acceleration or advancement, 43
 - with prior instruction, 43
 - without prior instruction, 43
- credit recovery, 43
- for coursework, 43
- partial credit, 43
- CTE insurance, 79
- dating violence, 44
- Declaration of Independence
 - excusing a student from reciting, 16
- deliveries, 41
- Department of Public Safety (DPS), 33
- diabetes, 73
- directory information, 10, 13
- disabled students, 27
- discrimination, 45
- distance learning, 47
- distribution**, 48
 - nonschool materials
 - by others, 48
 - by students, 48
 - school materials, 48
- doctor's appointments, 29
- dress code, 49
- driver license, 33
 - verification of enrollment form, 33
- drug testing, 84

- See also* steroids.
- dual-credit programs, 39
- early mental health intervention, 86
- earning credit, 43
- e-cigarettes. *See* electronic cigarettes.
- elections for student clubs and organizations, 53
- electronic cigarettes, 66
- electronic media
 - contact between student and staff, 12
- end-of-course (EOC) assessments, 85
- English as a second language, 27, 51
- English learner, 27, 51
- exams. *See* tests.
- extracurricular activities, 52
 - conduct, 53
 - eligibility, 52
 - fees, 54
 - meetings, 82
 - offices and elections for student clubs and organizations, 53
- fees, 53
 - graduation, 60
 - waivers, 54
- field trips, 82
- fire drills, 79
- Fitnessgram. *See* physical fitness assessment.
- food allergies, 64
 - management plan, 64*See also* anaphylaxis.

See also celebrations.
- foster care liaison, 86
- foster students. *See* students in foster care.
- foundation graduation program
 - distinguished level of achievement, 56
 - endorsements, 56
 - personal graduation plans (PGP), 58*See also* graduation programs.
- fundraising, 54
- gang-free zones, 55
- gender-based harassment, 45, 46
- grades, 55
 - classification by credits, 55
- grading guidelines, 55
- graduation, 56
 - activities, 60
 - certificates of coursework completion, 59
 - end-of-course (EOC) assessments, 56
 - expenses, 60
 - individual graduation committee (IGC), 56, 60
 - individualized education program (IEP), 59
 - personal graduation plan (PGP)
 - for middle school or junior high, 77
 - under the foundation graduation program, 58
- programs
 - advanced/distinguished level of achievement, 38
 - foundation program, 56
- requirements, 56
 - for automatic college admissions, 38
- student speakers, 60
- students with disabilities, 59
- See also* credit; grades; standardized tests.**
- grants, 61
- grievances. *See* complaints.
- grooming standards, 49
- hall pass, 81
- harassment, 45
 - gender-based, 45, 46
 - investigation, 46
 - reporting, 46
 - retaliation, 46
 - sexual, 45
- hazing, 61
 - See also* bullying.
- head lice, 64
- health education
 - School Health Advisory Council, 74
- health instruction, 11

- health screenings, 75
- health-related matters, 62
 - asbestos, 66
 - electronic cigarettes, 66
 - food allergies, 64
 - pest management, 66
 - physical fitness, 64, 65
 - sunscreen, 72
 - tobacco, 66
 - vending machines, 66
- homeless students, 24, 67
 - diplomas, 24
 - school of origin, 24
- homework, 67, 74
 - electronic and social media, 12
- See also makeup work.**
- honors, 34
- human sexuality instruction, 15
 - curriculum, 16
 - removing a child from class, 16
 - reviewing materials, 16
- illness
 - leaving campus, 70
 - See also* contagious diseases.
- immunization, 67**
 - exemptions for reasons of conscience, 67
 - medical exemptions, 67
 - required immunizations, 67
- individual graduation committee (IGC)
 - graduation, 56, 60
- individualized education program (IEP)
 - and eligibility for extracurricular activities, 53
 - graduation, 59
- instructional materials, 17, 18, 87
- International Baccalaureate (IB) courses, 39
- joint high school and college programs, 39
- laptops, 50
- law enforcement, 68**
 - notification of law violations, 69
 - questioning of students, 68
 - students taken into custody, 68
 - verification of officer's identity and authority, 69
- learning difficulties, 25
- leaving campus, 69
 - during lunch, 70*
 - in case of student illness, 70
 - signing a student out, 69
- legal guardian
 - defined, 9
- liaison for homeless children and youths, 67
- liaison for students in conservatorship of the state, 86
- library, 82
- lice. *See* head lice.
- limited English proficiency (LEP). *See* English learner
- lost and found, 70
- makeup work, 71
 - during in-school suspension, 71
 - for absences, 71
 - in DAEP, 71
 - penalties, 71
- medical emergency, 79, 82
- medicine, 72**
 - allergies, 73
 - asthma, 73
 - diabetes, 73
 - herbal or dietary supplements, 72
 - insect repellant, 72
 - nonprescription, 72
 - prescription, 72
 - psychotropic drugs, 73
 - sunscreen, 72
- meditation, 76
- meetings of noncurriculum-related groups, 82
- mental health, 86
 - early intervention, 86
- mental health support, 87**
- metal detectors, 83
- Military Aptitude test, 34
- military recruiters, 14

- minute of silence, 17, 76
 - in observance of September 11, 2001, 76
- mobile phones, 50
- multiple birth siblings, 22
- National School Lunch Program, 81
- netbooks, 50
- newspaper (school newspaper), 48
- no pass, no play, 47, 53
- nondiscrimination, 73
- organizations, student. *See* extracurricular activities.
- parent
 - access to student records, 19
 - being involved**, 74
 - defined, 9
 - organizations, 74
 - rights, 11
 - volunteering, 74, 90
- parenting and paternity awareness, 11
- pediculosis. *See* head lice.
- personal appearance, 49
- personal graduation plan (PGP)
 - for middle school or junior high, 77
 - under the foundation graduation program, 58
- pest management, 66
- physical activity, 64
- physical examinations, 15
 - athletic participation, 75
- physical fitness assessment, 65
- pledges of allegiance, 76
 - excusing a student from reciting, 17
- police. *See* law enforcement.**
- police dogs, 83
- prayer, 76
- privacy
 - and personal telecommunications devices, 50
 - during an investigation of prohibited conduct, 46
 - on district-owned equipment and networks, 83
 - student records, 19, 21
- programs
 - before and after school, 80
- progress reports**, 78
- prohibited conduct, 44
 - investigation, 46
 - reporting, 46
 - See also* bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.
- promotion and retention, 76
 - personal graduation plan (PGP) for middle school or junior high, 77
 - STAAR, 76
 - See also* credit; grades; standardized tests.
- protected information, 14
- psychological evaluation, 11
- published material
 - from outside sources, 48
 - from students, 48
 - school materials, 48
- recording
 - permission, 11
 - without parental consent, 11
- release of students from school. *See* leaving campus.
- religion
 - and immunization, 67
 - and surveys, 15
 - holy days, 29
 - nondiscrimination, 73
- religious or moral beliefs
 - and removal from the classroom, 17
- report cards**, 78
 - parent's signature, 78
 - parent-teacher conferences, 78
 - See also* grades.
- retaliation, 35, 46
- rights
 - parental, 11

- student, 14
- safety, 79
 - emergency medical treatment and information, 79, 82
 - emergency preparedness, 79
 - emergency school closing, 80
 - fire, tornado, and severe weather drills, 79
 - football helmets, 52
 - insurance, 79
 - on campus, 79
 - on district vehicles, 79
 - preparedness drills, 79
 - student conduct, 79
 - UIL rules, 52
 - video cameras, 89
- SAT/ACT, 84
- schedules. *See* class schedules.
- scholarships, 61
- School Breakfast Program, 81
- school closings, 80
- school dances, 42
- school facilities, 80
 - before and after school, 80
 - cafeteria, 81
 - meetings, 82
- School Health Advisory Council, 15
 - SHAC, 65
- school nurse, 63, 67, 70, 72, 73
 - emergency medical treatment and information, 80
 - sending a student home in case of illness, 70
 - student exemption from immunization, 67
- searches, 83
 - desks and lockers, 82
 - district-owned equipment and networks, 83
 - drug testing, 84
 - metal detectors, 83
 - personal electronic devices, 50, 83
 - trained dogs, 83
- Section 504. *See* students with disabilities.,
See students with disabilities.
- service animals, 23
- sex education. *See* human sexuality instruction.
- sexting, 51
- sexual abuse of a child, 36
 - counseling options, 37
 - reporting, 37
 - warning signs, 36
- sexual harassment, 45
- SHAC. *See* School Health Advisory Council.
- signing a student out. *See* leaving campus.
- special education, 25, 27
 - graduation, 59
- special programs, 84
 - coordinator, 84
- Spinal Screening Program, 75
- standardized tests, 84
 - end-of-course (EOC) assessments, 85
 - English learner, 52
 - SAT/ACT, 84
 - STAAR**, 85
 - TSI assessment, 84
 - tutoring, 17
 - See also* credit; grades; graduation; promotion and retention.
- State of Texas Assessments of Academic Readiness (STAAR), 85
 - promotion and retention, 76
 - retaking, 77
 - STAAR Alternate 2, 85
- steroids, 86
 - See also* drug testing.
- Student Code of Conduct, 9, 18, 40, 48, 49, 50, 51, 53, 61, 66, 79, 81, 88, 89
- student groups, 53, 54, 82
 - See also* extracurricular activities.
- student illness
 - leaving campus, 70
 - See also* contagious diseases.

- student records, 18
 - accrediting organizations, 20
 - colleges and postsecondary schools, 20
 - confidentiality, 19
 - copies, 21
 - corrections, 21
 - court orders, 20
 - custodian, 21
 - directory information, 13
 - driver license attendance verification, 33
 - financial aid, 20
 - government agencies, 20
 - institutions of higher education, 14
 - military recruiters, 14
 - released with permission, 20
 - school officials, 20
 - students age 18 or older, 19
- student speakers, 86
 - See also* graduation, student speakers.
- student work
 - display of, 11
 - publishing, 11
- students in conservatorship of the state, 24
- students in conservatorship of the state.
 - See* students in foster care.
- students in foster care, 23, 86
 - diplomas for students in conservatorship of the state, 23
 - educational services, 86
 - enrollment assistance, 86
 - enrollment of students in conservatorship of the state, 23
 - exemptions to compulsory attendance, 29
 - foster care liaison, 86
- students with disabilities, 27
 - graduation, 59
 - nondiscrimination, 73
 - Section 504 of the Rehabilitation Act, 27, 73
- students with learning difficulties, 25
- substance abuse prevention and intervention, 86
- suicide awareness, 87**
- summer school, 87**
- surveys, 14
 - inspecting, 15
 - opting out, 15
- tablets, 50
- tardiness, 87
- teacher and staff qualifications, 21
- technology, 50**
 - acceptable use of district resources, 51
 - confiscated devices, 50
 - instructional use of personal electronic devices, 50
 - personal electronic devices, 50
 - personal telecommunications devices, 50
 - prohibited uses of district resources, 51
 - recording still and video images prohibited, 50
 - searches of personal devices, 50
 - unauthorized use, 50
- test preparation. *See* tutoring.
- tests, 17
 - confidentiality, 19
 - credit by exam, 43
 - exams for acceleration or grade advancement, 43
 - personal electronic devices, 50
 - scores, 18
 - See also* standardized tests.
- Texas Success Initiative (TSI) assessment, 84
- Texas Virtual School Network (TXVSN), 39, 47
- textbooks, 17, 87
- Title IX Coordinator, 73
- tobacco prohibited, 66
- top 25 percent, 38
- top ten percent, 38
- tornado drills, 79
- transfers, 87
 - multiple birth siblings, 22
 - safety reasons, 23
 - special education, 27

- students who are victims of bullying, 35
- students who engage in bullying, 23, 35
- unsafe schools, 23
- victims of bullying, 23
- transportation, 87**
 - school-sponsored trips, 87
- truancy, 30
 - prevention measures, 30
 - truancy court, 31
- tutoring, 17
 - removal from classroom, 17
 - school services, 17
- UIL. *See* University Interscholastic League.
- unexcused absences, 30
- university admissions. *See* college admissions.
- University Interscholastic League (UIL), 52
 - condition of football helmets, 52
 - safety rules, 52
- use of school facilities, 80**
- vandalism, 89
- vaping. *See* electronic cigarettes.
- vending machines. *See* health, vending machines.
- video cameras, 89
- visitors, 89**
 - business, civic, and youth groups, 90
 - career day, 90
 - classroom observation, 90
 - parents, 89
 - patriotic societies, 90
 - unauthorized persons, 90
- vocational education. *See* career and technical education (CTE).
- volunteers, 74, 90
- voter registration, 91
- withdrawing from school, 91
- yearbook, 48

