



CEDAR HILL INDEPENDENT SCHOOL DISTRICT

2024-25 STUDENT HANDBOOK



If you have difficulty accessing the information in this document because of disability, please contact your student's campus.

Cedar Hill Independent School District Student Handbook

2024–25 School Year

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Cedar Hill ISD 2024-2025 Student Handbook

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ABOUT THE CEDAR HILL ISD STUDENT CODE OF CONDUCT

The Cedar Hill ISD Student Handbook is a general reference guide that is divided into two sections:

- **Section One:** Parental Rights describes certain parental rights as specified in state or federal law.
- **Section Two:** Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.



The Student Handbook is designed to align with law, board-adopted 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 Cedar Hill ISD Student Code of Conduct. To review the Code of Conduct, visit the district's website at <https://www.chisd.net/>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your student's campus or The Lacy Enrollment Center, located at 504 E. Belt Line Rd, Cedar Hill, Texas 75104.

Note: References to policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review at <https://pol.tasb.org/Home/Index/360>.

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.

If you have difficulty accessing this handbook because of a disability, please contact the Student Services department at 972-291-1581 or your student's campus.

SECTION ONE: 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 prior written parental consent.

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

Consent to Human Sexuality Instruction

Annual Notification

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

In accordance with state law, a parent may:

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

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

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

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Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin. To opt out of human sexuality instruction, please contact the campus principal.

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

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

Annual Notification

Students in receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See Complaints and Concerns (All Grade Levels) and FNG for information on the grievance and appeals process.

[See Consent to Human Sexuality Instruction; Dating Violence; and Child Sexual Abuse, Neglect Trafficking, and Other Maltreatment of Children]

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The 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 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 can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

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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 the recording is to be used for:

- School safety,
- Classroom instruction or a co-curricular or extracurricular activity,
- Media coverage of the school, or
- 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.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

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.

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

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

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 requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests.

For all district publications and announcements, the district has designated the following as directory information:

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- student name
- address
- photograph
- degrees
- honors
- awards received
- grade level
- most recent educational institution attended
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams
- enrollment status.

If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information:

- student name
- photograph
- degrees, honors, and awards received
- grade level
- most recent educational institution attended

If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

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 from military recruiters or institutions of higher education to provide the following information about students:

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;

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- 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;
- Legally recognized privileged relationships, such as with lawyers, doctors, 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 for a program.

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- 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 to others.
- Any survey concerning private information listed above, regardless of funding.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, 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 for more information.]

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#) including a [PPRA Complaint Form \(https://studentprivacy.ed.gov/file-a-complaint\)](#).

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

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

- 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 any of the following apply:

- 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.

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

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 in 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. The student must also 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, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing on page for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of 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, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

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The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

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 the Student Code of Conduct and policy FO(LEGAL) for more information.]

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.

Accessing Student Records

A parent may review his or her child's records, including:

- 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.

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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 are:

- 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](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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 unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

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

- Reaches the age of 18;
- Is emancipated by a court;
- 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

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- 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.

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 campus principal is custodian of all records for currently enrolled students at the assigned school. The superintendent or designee 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.

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A request to correct a student's record should be submitted to the appropriate custodian of records. 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 the board of trustees determines that 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 <https://pol.tasb.org/Policy/Code/360?filter=FL>.

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 or 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.

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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 \(https://tea.texas.gov/about-tea/other-services/military-family-resources\)](https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, 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) <https://pol.tasb.org/Policy/Code/360?filter=FDB>].

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. Transportation is not provided for a transfer to another campus.

Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See Bullying, and policies FDB and FFI 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.

[See policy FDE for more information.]

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 FDE policy, 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 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.

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If a student is experiencing learning difficulties, his or her parent(s) 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](#).

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

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact Ms. Derica Turner, the Executive Director of Special Education at 972-291-1581:

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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 the Executive Director of Special Education at 972-291-1581.

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en) (<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en>)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](#)

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents. The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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) for more information.]

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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.

[See Emergent Bilingual Students and Special Programs on page.]

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 support under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

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

SECTION TWO: OTHER IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact a campus administrator.

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 important state laws—one dealing with compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Between Ages 6–18

State law requires that a student between the ages of 6 and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

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 the student incurs 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 for more information.]

Compulsory Attendance—Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up the work, for the following activities and events:

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- Religious holy days;
- Required court appearances;
- Appearing at a governmental office to obtain U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Taking part in US naturalization oath ceremony;
- Serving as an election clerk;
- Health-care appointments for the student or a child of the student, including absences related to autism services;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

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 the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Note: that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- The student follows campus procedures to verify the visit and makes up for any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's

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workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve 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; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

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.]

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Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter 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.

Attendance for Credit or Final Grade (All Grade Levels)

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

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and documented health care appointments will be considered days of attendance for this purpose. See policies at FEC LOCAL.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

Official Attendance-Taking Time (All Grade Levels)

Official attendance is taken every day at a specific time determined by the district (times per level may vary) as required by state rule.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

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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.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Attendance Notes in Family Access

Parents may enter an attendance note in their Skyward Family Access account for a student for any absence. This note can take the place of a handwritten note for any absence. The attendance office at each campus will determine if the absence is excused based upon the information received. Doctor notes must still be sent in person, by fax or email to the attendance staff.

Attendance absence requests in Skyward Family Access are found under the Attendance tab for each student. The parent will then choose the Enter Absence Request button and enter all required information. An email is sent both to the parent and the attendance office with the request and is processed within 48 hours of receipt.

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.

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

Within 3 days of returning to school, a student absent for more than 5 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 absence. Otherwise, the absence may be considered unexcused and 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 absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

The [VOE form](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

Further information may be found on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

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See Compulsory Attendance—Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes 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.

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

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

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

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.

Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in Section 37.0832 of the Education Code 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 Section 37.0832 of the Education Code as bullying that is done using of any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail

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- 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.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related

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- activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator.

A student may anonymously report an alleged incident of bullying by contacting CHISD Police or campus administration. [Anonymous Alerts is also available to staff, students and families.](#)

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 meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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(s), the board may transfer the student 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.

CHISD Bullying Policy

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

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

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

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

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

- The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including *dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability*. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
- The principal or designee shall conduct an appropriate investigation based on the allegations in the report.
- The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying.
- The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
- If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
- If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
- A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.
- The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

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

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

Cedar Hill ISD provides a large selection of CTE courses. A majority of the courses are offered at Cedar Hill High School. Admission to these programs is based on diverse criteria which are outlined in the High School Course Description Guide. These courses provide students the potential for college credit, industry level training, certifications, and internships that can be aligned with students' career pathway preferences. Questions regarding CHISD Career and Technology programs can be answered by calling the Executive Director of Innovations at 972-291-1581.

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, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX 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.

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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 or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See Nondiscrimination Statement for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

CEDAR HILL COLLEGIATE HIGH SCHOOL & ACADEMY ADDENDUM

Cedar Hill Collegiate - And Early College School Program

An early college program provides high school students a "seamless" pathway from high school to college. ECHS allows high school students to gradually integrate into college coursework through his/her traditional high school degree plan. This integration requires dual enrollment, with the student showing mastery of the knowledge and skills necessary for success (TSI designated requisite test). Students who graduate from Collegiate High School will have earned their high school diploma and accumulated 60 college credits that may be transferable to the postsecondary institution of their choice. Collegiate High School will provide strong support to each student and their families in obtaining entrance to, and success in, higher education. Collegiate Academy supports the Collegiate High School framework.

Admission To Cedar Hill Collegiate Academy And High School

Prospective students will follow the admissions process to start 6th or 9th grade that is provided by the school upon inquiry. If a student wishes to apply for admission into Cedar Hill Collegiate High after their 6th or 9th grade year they must adhere to certain requirements. Those requirements consist of good academic standing with previous college/school, have appropriate TSI scores, and they can only enroll at the beginning of an academic semester.

Cedar Hill Collegiate Academy And High School Schedule

The modified block schedule allows teachers to pace lessons according to student needs. Additionally, eleventh and twelfth grade students will attend classes at Cedar Valley College and will attend classes according to the Cedar Valley schedule. If college classes are canceled by the professor, students are required to go to study hall.

Dual Credit Program

The Dual Credit program is designed to enable students to earn college credit while still in high school. Students who can accept the academic challenge of this program earn high school and college credit simultaneously through a more rigorous curriculum offered by instructors certified to teach at the college level. Some Dual Credit schools also utilize distance learning technology to deliver accredited instruction. Dual Credit courses are designed to apply to Cedar Valley College graduation or to transfer to other public higher education institutions.

DALLAS COUNTY COMMUNITY COLLEGES' GUIDELINES FOR EARLY COLLEGE HIGH SCHOOLS AND MIDDLE COLLEGES DUAL CREDIT COURSES AND REMEDIAL COURSES OFFERED IN PARTNERSHIP WITH TEXAS PUBLIC SCHOOLS

The following guidelines reflect Texas Higher Education Coordinating Board (THECB) rules and regulations (Chapter 4, Subchapter G and Chapter 9, Subchapter H). THECB rules are always subject to change with the new changes taking precedence.

While THECB defines four types of partnerships with high schools, these guidelines do not address partnerships where only high school credit is granted nor tech-prep agreements.

They do address course credit where instruction is provided to high school students for the immediate award of both high school and college certificate and associate degree credit. They also address remedial instruction provided to high school students for either remedial work to prepare students to pass the State of Texas Assessment of Academic Readiness (STAAR) test or to prepare students to pass the Texas Success Initiative (TSI) tests.

1. For any instructional partnerships between Texas public school(s) and a college of the DCCCD to create an Early College High School/Middle College, an agreement must be approved by the governing boards or designated authorities of both the Texas public school district(s) and the DCCCD prior to the offering of courses. This agreement must address the following:

a. Student eligibility requirements.

i. The student enrolled in Early College High School/Middle College may enroll in more than two dual credit courses per semester, and may enroll in dual credit coursework with freshman, sophomore, junior, or high school standing.

ii. An Early College High School/Middle College shall assess each student for readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum. Students must achieve the minimum passing standard on a relative section(s) on an assessment instrument associated with the Texas Success Initiative (TSI) program for higher education or be exempt based upon appropriate other test scores (STAAR, ACT, SAT). However, students are required to meet all DCCCD college prerequisites designated for a course. (e.g., higher cut score requirement on a specific placement test than those outlined by the THECB TSI state minimum requirements, minimum grade in a specific previous course, etc.)

iii. After assessment, the Early College/Middle College High School, using guidelines established by the College/University, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.

iv. Students who do not acquire the necessary test score(s) for eligibility purposes should discuss their options with the college Dual Credit Coordinator.

v. The student must meet all admissions criteria of the college. In addition, students may be withdrawn from the preregistration course(s) for subsequent semesters or terms if the student withdraws from a course or makes a grade of D or F. Students may be refused re-enrollment

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unless the student and the parent(s)/guardian(s) agree to abide by written conditions from the college designed to increase the potential for success.

vi. Eligibility for continued participation in DCCCD Dual Credit program requires satisfactory academic performance at the high school; earned grades of A, B or C in all college courses; and parental and school approval for each subsequent semester of enrollment. A student who earns grades of W, D or F may not be eligible for future dual credit courses or may have restrictions.

vii. Students must discuss with their high school counselor if they wish to withdraw from their college course(s).

1. Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment Coordinator or College Registrar by the published deadline.

2. Section 51.907 of the Texas Education Code applies to students who enroll in a Texas public institution of higher education for the first time in fall 2007 or later. Based on this law, when you graduate from high school and continue your college education, DCCCD or any other Texas public institution of higher education may not permit students to drop more than six college level credit courses for unacceptable reasons during their entire undergraduate career without penalty. All college level courses dropped after the official drop and add period for the course are included in the six- course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception.

viii. Students should take care when selecting additional courses to be transferred toward a Baccalaureate degree. House Bill 1172 allows an institution to charge the equivalent of out of state tuition for credit hours taken beyond the state limits. State limits are:

For students entering public Texas institutions Fall 1999 –Summer 2006 who attempt 45 hours beyond what is required for Baccalaureate degree (120 hours).

For students entering Fall 2006 and thereafter who attempt 30 hours beyond the hours required for a Baccalaureate degree. It is recommended that students take minimal hours beyond degree requirements to avoid possible higher tuition charges at the institution to which they are transferring.

ix. Academic freedom is practiced at all DCCCD Colleges and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.

b. Course Curriculum, Instruction and Grading The college shall ensure that a dual credit course and the college course offered on the college campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.

Instructors of dual credit courses should be given the opportunity to award high school only or dual credit depending upon student performance.

Student expectations

All Collegiate Students are expected to:

- maintain attendance based on state and local district guidelines
- make report card grades of 70 or higher in all courses for each grading cycle
- pass all sections of the State of Texas Assessment of Academic Readiness (STAAR)
- maintain Tier 1 status for academics and behavior (Elementary)

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- follow all Student Code of Conduct guidelines (examples of noncompliance include persistent misconduct, repeated in-school and/or out-of-school suspensions, placement in the Alternative Education Center, and/or expulsion.
- follow any Collegiate program-specific criteria that each campus may have

If a student fails to meet these expectations, they will begin the probation process below.

Probation process - Elementary

1. A Collegiate Student Review Meeting is held. The Review Committee will include a building administrator, classroom teacher, and the school counselor/magnet advisor when appropriate. Parents will be notified in writing about the meeting and will serve as a member of the committee.
2. The Review Committee will develop an individual probationary plan that addresses the identified area(s) in which the student did not meet Collegiate expectations. The purpose of the plan is to assist the student in making improvements in the identified area(s) and for overall student success in the program. If a student is identified for Tier 2 or Tier 3 intervention support, the committee will consider the Rtl plan established by the intervention team.
3. At the end of each grading cycle, the Review Committee will evaluate the student's progress and determine whether to remove the student's probationary status, extend the probation, or exit the student from the program.

Probation process - Secondary

1. A Collegiate Student Review Meeting is held. The Review Committee will include the Advisor (or principal designee) and the student. Parents will be notified regarding the meeting and the probation requirements.
2. The Advisor will develop an individual probationary plan that addresses the identified area(s) in which the student did not meet expectations. The purpose of the plan is to assist the student in making improvements in the identified area(s) and for overall student success in the program.
3. At the end of each grading cycle, the Advisor will evaluate the student's progress and determine whether to remove the student's probationary status, extend the probation or recommend that the student exit the program.

Exit Policies

If a student fails to meet the requirements of the probation plan and the Advisor/Review Committee recommends that a student exit from the program, an Exit Meeting will be scheduled. The Exit Committee will include a building administrator, school counselor, advisor, and teacher when appropriate. Parents will be notified about the meeting and will serve as a member of the committee.

The following policies apply to exiting a Collegiate program:

- Students will remain in the program for one school year no matter when exit procedures are followed.
- students who exit the program will not be eligible to reapply for the program for one school year.
- a student may be exited from the program during the senior year; however, the student may continue at the campus for the remainder of the year.

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Choosing A New School To Attend

If the Choice of School process has not happened yet, the parent will use the Choice of School form in Skyward to select a school for the child to attend in the upcoming year.

If the Choice of School period has closed, the parent will complete an in-district transfer form and the transfer will take effect at the beginning of the following school year.

Parents should be aware that in this circumstance, transfers to the school of choice will only be approved if space is available in that school. Student Services will work with the student to determine the best school placement.

Appeals

To appeal the Collegiate Student Review Committee's decision to exit a student, the building principal must receive a written appeal within 10 school days of the decision to exit. The school's Director will notify parents of the results of the appeal.

Student Services

High school students in dual credit courses will be given access to the college library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where the course is offered.

High school students in dual credit courses will be provided the academic support services, including academic advising and counseling, as those on the college campus. All other benefits provided to college students will be provided to high school students enrolled in dual credit courses.

All other benefits provided to college students will be provided to high school students enrolled in dual credit courses.

Transcription of Credit

Transcription of dual credit on a college transcript should be handled exactly as it is for other college-level courses. Tuition and costs Tuition and costs may be waived for students enrolled in dual credit programs when both college and high school credit are to be awarded. Tuition may not be waived for high school students enrolled in college courses where only college credit is to be awarded.

As rules and regulations are subject to change, please refer to the DCCCD web catalog at <https://www1.dcccd.edu/catalog/cattoc.cfm> for updated general and academic information for your needs.

ARTICULATION BETWEEN CEDAR HILL COLLEGIATE ACADEMY AND HIGH SCHOOL AND CVC

The matrix below indicates the number of targeted college hours for students, depending on their year in high school and the semester. Approximately sixty college hours are earned in this program and enable a student to finish an associate's degree. Furthermore, students who take additional courses during the summer can accelerate the process.

TENTATIVE COLLEGE CREDIT OUTLINE FOR CEDAR HILL COLLEGIATE ACADEMY AND HIGH SCHOOL STUDENTS

Year	Fall Semester	Spring Semester	Summer 1	Summer 2	
Year One	4	4	3*	N/A	
Year Two	6	6	3*	N/A	
Year Three	9	9	3*	N/A	
Year Four	12	12		N/A	
Total Hours	31	31	9		71

College Course Notes

- All college courses for students must be approved by the Cedar Hill Collegiate Administration.
- Dropping or failing a college course may result in limitations on college classes that may be taken by the student in subsequent semesters.
- If a student fails a course and chooses to retake the identified class, the student will be placed on academic probation.
- If a student drops or fails a college course, they will be required to pay to retake the course.
- If a student drops a course, they will be required to pay the cost of the book or the cost of any consumable associated with the course.
- Dropping a college course will require parent approval through the Cedar Hill Collegiate Administration.

To be eligible to enroll in dual credit and concurrent course credit students must:

- Be recommended by school administration
- Meet CHISD criteria, CVC and TSI requirements

The State of Texas requires all students to take a college admission exam prior to admission. The TSI test prior to enrolling in college level coursework is required. Students should consult CHC administrators for testing information.

Academic Dishonesty

Academic Dishonesty includes, but is not limited to, the following:

- Claiming credit for work which is not one's own (copying homework, copying test answers, submitting information downloaded/purchased from the internet, etc.).
- Allowing others to claim credit for the work that is not their own (allowing others to view your homework or assignments, etc.).

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- Collusion is a form of plagiarism that can occur because of unauthorized collaboration with another person in preparing a group's academic assignments offered for credit. The best way to avoid collusion is to ensure that each member of the group writes their own material using their own words.
- Using notes or other unauthorized material, or being involved in unauthorized communication during a test.
- Copying published works without proper source attribution (including the downloading of computer files), either directly or with only minor editing.
- Deceptive submission of the same assignment in multiple classes.

Consequences for Academic Dishonesty

- First offense - The student will receive a zero on the assignment and no opportunity to redo the assignment or any alternative assignment.
- Second offense - The student will receive a zero on the assignment and no opportunity to redo the assignment or any alternative assignment, a parent conference is required and the student will be placed on academic probation.
- Third offense - The student will be dismissed from Cedar Hill Collegiate Academy and High School.

Attendance

Due to the rigorous nature of the coursework at Cedar Hill Collegiate Academy and High School, exemplary student attendance is expected [See parent contract]. Collegiate students are also subject to the attendance policies of Cedar Valley College, College Professors and CHISD Board Policy.

Cedar Hill Collegiate Academy and High School teachers will monitor and record student attendance in all classes daily. The absences are either excused or unexcused and must be recorded accordingly. It is the student's responsibility to ask the teachers for missing assignments and to make arrangements for making up the missed assignments. Excessive absences will result in dismissal from Cedar Hill Collegiate Academy and High School.

College Days

Seniors students are allowed one full school day during their senior year to visit the college of their choice. College visits must be made before May 1. Students are not allowed to have a college visit the day before spring break without specific prior written authorization of the principal. Students wishing to visit a college must request a visitation form from the counseling office. A campus administrator must provide final approval. The form must be signed and dated on the day of the visit by a college official in order for the absence to be excused. The form must be turned into the attendance office after the visit. 9th, 10th, and 11th grade students will receive an unexcused absence for missed days due to college trips.

Cedar Valley College Expectations

Each instructor will have attendance policies that are unique to his/her course. These expectations will be described in the course syllabus and the student enrolled in Cedar Valley College classes must adhere to the expectations set forth by the instructors. Students are expected to be proactive about absences. When a student knows a class will be missed, he/she is required to speak to the instructor and turn in assignments prior to the absence. The college's student code of conduct is posted at <https://www.dallascollege.edu/about/cvc/pages/default.aspx>.

Cedar Valley College Satellite Cafeteria Service

Cedar Hill ISD Child Nutrition Department will provide daily lunches on the Cedar Valley College Campus in accordance with federal and state regulations. Students must pre-pay for lunch on-line or the cafeteria office prior to receiving meals. Students must purchase through this provided service or bring lunch from home.

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Students shall not purchase lunch from any other food service provider or delivery service. The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

Cedar Valley College Behavioral Expectations

Cedar Valley College has a code of conduct that defines what student behaviors are acceptable and how unacceptable behaviors will be investigated and adjudicated. It is your responsibility to become familiar with the Cedar Valley College Code of Conduct.

ACADEMIC COUNSELING

Students and their parents are encouraged to talk with a school counselor, teacher or principal to learn more about course offerings and graduation requirements. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing and scholarships. Regarding college classes, students can request a change of class/professor. However, a class/professor cannot be changed to avoid a more rigorous instructor. Additionally, a student or parent/guardian cannot request certain college courses due to the time of the classes or to assist with making the college courses more convenient for things like extracurricular activities.

The decision regarding which college courses to take, the timing of the courses in the student's schedule, and the professor that the students end up with are all up to the school Chancellor/Principal and the school Counselor. Furthermore, if college classes are canceled by the professor, they are required to go to study hall. Issues such as the learning environment being compromised must be resolved by following the steps to create an amenable environment through the CVC ECHS office.

Cedar Hill Collegiate High School and Academy does not make schedule changes based on teacher preference.

Success Through Responsible Individualized Virtual Education (S.T.R.I.V.E.)

Students assigned to STRIVE for violations of the Student Code of Conduct shall be dismissed from the Cedar Hill Collegiate Academy and High School Early College Program. Upon successful completion of STRIVE placement students will be required to return to their home school and will not be allowed to return to Cedar Hill Collegiate Academy and High School.

S.T.R.I.V.E. Grading Procedures

Students assigned to S.T.R.I.V.E. will complete coursework in Edgenuity. Credit will be given for all acceptable work done at the S.T.R.I.V.E. Grades for work done at the S.T.R.I.V.E. will not replace previous grades, but will be averaged with grades earned on the home campus. Final grade submission will be the responsibility of the home campus classroom teacher to whom the student is assigned. Campus teachers will follow the campus grading timelines and procedures.

College Courses In Regards To S.T.R.I.V.E.

Students will lose college credit for their enrolled courses if placed in S.T.R.I.V.E. Students removed from Collegiate after the Cedar Valley withdrawal will receive and F in any enrolled courses. Upon successful completion of S.T.R.I.V.E. placement students will be required to return to their home school and will not be allowed to return to Cedar Hill Collegiate Academy and High School.

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

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

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children, which may be accessed at <http://pol.tasb.org/Policy/Code/1104?filter=DMA>. Abuse includes physical abuse, including sexual abuse and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Sexual Abuse

Possible warning signs of sexual abuse include:

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

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

Emotional Abuse

Possible warning signs of emotional abuse include:

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

Neglect

Possible warning signs of neglect include:

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

Descriptions and 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. Some traffickers contact 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 romantic partners.

Additional warning signs of labor trafficking in children include:

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

REPORTING AND RESPONDING TO CHILD ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose 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 abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. (DFPS) also manages early intervention counseling programs.

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To find out what services may be available in your county:

[Texas Department of Family and Protective Services, Programs Available in Your County \(http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp\)](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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 \(www.txabusehotline.org\)](http://www.txabusehotline.org).

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet \(https://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)
- [Office of the Texas Governor's Child Sex Trafficking Team \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)
- [Human Trafficking of School-aged Children \(https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children\)](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault \(https://taasa.org/product/child-sexual-abuse-parental-guide/\)](https://taasa.org/product/child-sexual-abuse-parental-guide/)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking)

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

Two members of each graduating class shall be honored as valedictorian and salutatorian. The following selection guidelines shall apply:

- The valedictorian shall be the graduate with the highest weighted grade point average and who has met all related criteria.
- The salutatorian shall be the graduate with the second highest weighted grade point average and who has met all related criteria.
- A student shall complete the last four consecutive semesters (fall/spring) in the district to compete for valedictorian and/or salutatorian honors.

[See policy EIC for more information.]

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he/she actually graduates and shall be eligible for all honors including valedictorian and salutatorian. In the event that an early graduate earns valedictorian honors, the early graduate shall be designated as valedictorian, and the four-year graduate who would have been valedictorian shall be designated as co-valedictorian. In the event that an early graduate earns salutatorian honors, the early graduate shall be designated as salutatorian and the four-year graduate who would have been salutatorian shall be designated as co-salutatorian.

For two school years following their graduation, district graduates who rank in the top ten percent of their graduating class are eligible for automatic admission into four-year public universities and colleges in Texas. Students and parents should contact the student's counselor for further information about the application process and deadlines. [For further information, see policy EIC.]

CLASS SCHEDULES (Secondary Grade Levels Only)

1. Schedule changes that are student/parent requests for H/AP to on grade level may be made within the first four weeks of each semester with teacher approval.
2. Students' schedules may be subject to an administrative change under the following conditions:
 - a. Failure of a required course;
 - b. Change due to balancing of class sections;
 - c. Scheduling error – course not required;
 - d. Change because of credit earned in summer school;
 - e. Change as a result of a student's being elected to or being assigned by the administration to an activity within the school;
 - f. Change which allows a student to graduate in a particular year;
 - g. Change due to inappropriate placement or the failure to meet eligibility criteria.
3. Grade weights will be based on the class completed for the semester.
4. After school begins, elective class changes are not permitted without administrative approval.

Before a student is permitted to change a course, he/she must submit a written request signed by the parent, guardian, or the adult student. If the teacher/administrator approves, the student may change from the course in accordance with the following procedures.

- When an equivalent course exists, grades will be merged and averaged for a student who changes a course before the end of the sixth week of the semester.
- A grade of zero shall be recorded on the cumulative record of a student who drops a course after the seventh week of a semester when no equivalent course exists.
- The assignment of the student who drops a course is left to the discretion of the administrator.

Requests For Schedule Changes Are Not Automatically Approved.

Note: if a student drops a course after the third week of the six weeks with a failing grade, UIL eligibility rules apply.

College and University Admissions and Financial Aid (All Grade Levels)

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

- Completes the distinguished level of achievement under the foundation graduation program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts 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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who

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meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission;
- Curriculum requirements for financial aid;
- Benefits of completing the requirements for automatic admission and financial aid; and
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program.

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 for 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) on page 128 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 may earn college credit through the following opportunities:

- 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 AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with *[insert any colleges or universities the district has partnered with to offer dual credit opportunities]*, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.
- Enrollment in these programs is based on *[eligibility requirements]*.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See Fees (All Grade Levels) on page for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) on page for information on CTE and other work-based programs.

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For dual credit purposes, 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.

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 (All Grade Levels)

Parent Contact Information

- A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.
- A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.
- If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.
- A parent may update contact information by emailing registrationhelp@chisd.net

Automated Emergency Communications

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

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

Automated Non Emergency Communications

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 prerecorded messages, text messages, or real-time phone or e-mail communications that are closely related to 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.]

STEPS TO RESOLUTION FOR PARENTS (All Grade Levels)

Cedar Hill ISD strives to maintain a harmonious relationship between parents, teachers, staff and administration. Occasionally, misunderstandings occur and resolutions need to be made. Issues and concerns are best resolved on the level at which they occur. By following these steps, situations can usually be resolved in a quick and fair manner. Below is the process parents or guardians should take to resolve a situation.

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CONTACT THE STAFF MEMBER

The most direct route to resolving a concern is to speak directly with the person involved, whether it is a teacher, a coach, a bus driver, etc. More than 95 percent of concerns are resolved through communication with those involved.

CONTACT THE PRINCIPAL

The principal is in charge of each campus and is responsible for the school's operation. Explanations of policies and procedures, various clarifications and all types of campus information is available in the principal's office.

CONTACT THE APPROPRIATE CENTRAL ADMINISTRATOR

Call the Cedar Hill ISD administration building at 972.291.1581 to reach the appropriate administrator or director. This step should be taken only when steps one and two have not resolved the concern.

CONTACT THE SUPERINTENDENT

If your concern has not been resolved in Steps 1 through 3, then a call to the Superintendents' Office is appropriate.

WHEN TO CONTACT THE BOARD OF TRUSTEES

The CHISD Board of Trustees is composed of seven (7) school board members elected by the community. The School Board hires and employs the Superintendent and sets policy and the annual budget, and approves expenditures and contracts. Because of the unique responsibility on the Board of Trustees, complaints are often redirected to Administration for resolution. The public is invited and encouraged to participate in public comment (which is limited in compliance with the Constitution and federal and state laws) at all regular board meetings or to email the board members directly.

ANONYMOUS ALERTS

Scholars or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s) through the district's Anonymous Alerts system. We encourage you to report important issues. Once you complete the online form, you will receive a confirmation that your information has been submitted to the school district.
<https://www.anonymousalerts.com/cedarhillisd/>

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual. A copy of this may be obtained in the principal's or superintendent's office or on the district's website.

CONDUCT (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in

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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 summer instruction, the Student Handbook and Student Code of Conduct in place for the school 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

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.

To achieve the best possible learning environment for all students, the Student Code of Conduct and all other campus rules set forth in this handbook will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school sponsored activities.

Items Not Allowed on the School Premises:

- Blankets
- Toys
- Playing cards
- Dice Dominoes
- Items to sell for personal profit
- Glass bottles
- Fireworks of any kind
- smoke or stink bombs, or any other pyrotechnic device
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon
- An air gun or BB gun
- Ammunition
- A location-restricted knife
- A hand instrument designed to cut or stab another by being thrown
- A firearm
- A stun gun
- A pocket knife or any other small knife
- Mace or pepper spray
- Pornographic material
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device
- Matches or a lighter
- A laser pointer for other than an approved use
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

Students are prohibited from bringing stuffed animals, food (cupcakes, cookies, etc.), or any other items that are unnecessary for regular school attendance.

*Items will be confiscated and parents will be required to pick them up between the hours of 8 am and 3pm.

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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.

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.

Disruption of School Operations

Disruption of school operations is 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 or 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 and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

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;

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- 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 will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

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, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. 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 schedule an appointment with the school counselor. 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.

Credit Recovery/Acceleration

- A student will only be allowed to use a virtual program for courses that do not require state testing unless the student has already received a satisfactory score on the exam.
- The number of years in high school will determine the number of virtual courses allowed per year (five courses for students entering year 4, four courses for students entering year 3, three courses for students entering year 2 and two courses for students entering the first year.)
- If a child fails a course, a meeting with the student, guardian and counselor/ dean/ assistant principal will be required.
- Students attempting to graduate early or desire to get ahead will be reviewed on a case by case basis.

For the purposes of Cedar Hill ISD, the assessments for credit will fall into two separate categories. Credit by Exam (CBE) and Exam for Acceleration

CREDIT BY EXAMINATION—IF A STUDENT HAS TAKEN THE COURSE/SUBJECT (All Grades)

Utilized to earn credit for a course when a student has had prior instruction, and under the following conditions: The student is enrolling in the District from a non-accredited school; The student has failed a subject or course; or The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences. Students must demonstrate mastery of 70% or higher on a CBE to earn credit. For students currently enrolled in CHISD, the first condition does not apply and they would have to follow the Exam for Acceleration criteria.

[See the school counselor and policy EHDB(LOCAL)]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

Provides an opportunity to earn grade level or course credit in which no prior formal instruction was completed. The EA is designed for a small percentage of learners who have both the academic and emotional need to advance a course. Exam for Acceleration is not designed for grade level recovery when a student is retained in a previous grade level. Students must demonstrate mastery of 80% or higher on an EA to earn credit.

The only students that should take an EA for acceleration are those who display an extremely advanced level of understanding of the learning objectives assessed on the EA which will be the grade level/course above the grade level/course in which your child is currently enrolled.

ELIGIBILITY TO REGISTER FOR EA ASSESSMENTS

- Only students currently enrolled at a Cedar Hill ISD campus are eligible to apply for an Exam for Acceleration assessment.
- Students may earn credit for acceleration without prior instruction in the subject area or grade level being tested. This policy provides acceleration without prior instruction by grade level in grades K-5 or course credit at the secondary level (grades 6 through 12).
- Once an Exam for Acceleration has been passed, it may not be taken again.
- Students may only accelerate in one course per subject per testing window. (Example: a 4th-grade assessment and a 5th-grade assessment cannot be taken in the same testing window)
- Students may not attempt to earn credit for a specific course or grade level more than once per school year. (Summer 2019 to Spring 2020)
- All Registrations must be given to the campus counselor by the posted deadline date. Late registrations will need to wait until the next assessment window to be assessed.

Payment

Exam for Acceleration (EA) - While there is no charge to parents when students take an EA, there is a cost to the district for both the test and the proctor who monitors the exam as it is given. Therefore, please carefully consider availability during the testing window before completing the application and gather input from educators and/or counselors to determine whether or not acceleration is in the best interest of the student.

Students who register for an examination and do not take the exam will be required to pay for the cost of procuring the examination, including charges for shipping and handling. This can cost up to \$75.

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Kindergarten Acceleration

Students who will be six years old on or before December 31 of the kindergarten eligible year are eligible for kindergarten acceleration. If the student meets the testing criteria, he/she will advance to the first grade.

Students in Grades 1–5

Elementary School Exam for Acceleration Without Prior Instruction Exam for Acceleration (without prior instruction) is available to first through fifth-grade students who wish to test for advancement to the next grade level. Examinations for grades 1-5 are criterion-referenced tests from Texas Tech University, University of Texas, or other testing instruments approved by the Superintendent or designee. Elementary students must take exams in language arts, mathematics, science, and social studies for the grade level he or she wishes to accelerate. Students are encouraged to review the course study guide on the university website.

- [Texas Tech University](#)
- [University of Texas](#)

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.

Testing Guidelines

Early Summer Assessment: Qualified students who wish to accelerate through assessment must Pre-register for Kindergarten and return the request for Kindergarten Acceleration to the campus counselor. Guidelines are as follows:

- Parent(s) must contact the campus counselor for information regarding testing.
- Please see the campus website for more information. Spring testing will be addressed during Kindergarten Round-Up.
- Requirements below apply to both spring and fall testing.
- Parent(s) must complete an application and return it to their child's school counselor. A copy of the child's birth certificate and a copy of the child's CHISD enrollment form must be attached to the application.
- Kindergarten acceleration testing in the fall is done at the child's home campus. Kindergarten acceleration testing in the spring will be conducted at a centralized location. Your counselor will have location information.
- Parents will be contacted regarding test results. Recommendations will be discussed. An appeal of the testing results will not be available.
- A student who tested in the spring may not test again in the fall because test results are valid for one year.
- Cedar Hill ISD does not accept another district's kindergarten acceleration testing. A student who enrolls in Cedar Hill ISD must meet Cedar Hill ISD standards if deadlines have not passed.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. [See policy FFH for more information.]

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.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/reognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/reognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects 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.

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

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but 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.

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Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

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 the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying All Grade Levels]

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 the FFH series of policies.

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 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).

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.

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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 on page .] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the *[insert position]*, 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 addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact *[insert a position, such as “the principal”]*.

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

School Materials

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

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

Non School Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 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 campus principal has designated the location for approved non school 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 policy FNG(LOCAL) for student complaint procedures.]

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From Others

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

The campus principal has designated the location for approved non school 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 non curriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All 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)

Cedar Hill ISD believes that school performance and student success are enhanced by appropriate dress and good grooming. Students are expected to be in dress code beginning on the first day of school. Violations of the dress code shall be handled at the campus level.

Clear Backpack Requirement

Cedar Hill ISD now requires clear backpacks for all students, as part of our ongoing effort to make schools safer.

Mesh backpacks are an additional option, but clear backpacks are preferred. Students may keep a small, non clear pouch in their backpack to hold personal items like cell phones, money, and hygiene products. To assist families, each student will receive a free, durable clear backpack. Parents can also buy their children the preferred clear backpack or the acceptable mesh backpack.

Rolling backpacks are not permitted unless the student is "physically unable to carry a backpack." The student must have a disability or a note from a doctor stating they can not carry a backpack.

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Dress Code Guidelines for Cedar Hill High School

Acceptable Dress

- Any color shirt is allowed.
- Any pant color is allowed.
- Sleeveless tops must measure 2 inches or more across the shoulders.
- All shirts/blouses/tops must cover cleavage, the entire back and midriff.
- The middle section (midriff) must be covered at all times including during reasonable movement.
- The layering of shirts or tops is acceptable provided the combination of clothing meets the dress code standards throughout the school day.
- Dresses, skirts, skorts, and shorts length must reach the width of a horizontal ID card from the knee all the way around while sitting and standing.
- Dresses, skirts, skorts, and shorts length must be measured from the top of the slit.
- Spandex, tights, leggings/jeggings, and yoga style clothing are allowed only if they are worn under pants, shorts, skorts, dresses, and skirts that are the length of a horizontal ID card from the knee all the way around.
- Appropriately sized coats and jackets may be worn to school, but campus administration may require the item be stored in the student's locker.

Unacceptable Dress & Accessories

- Clothing considered too revealing (halter, tube tops, tank tops, tops with large armholes, muscle shirts, cut-off shirts, low-cut tops, crop tops, bare midriffs)
- Transparent and/or see-through material is considered unacceptable unless worn over another article of clothing that meets dress code.
- Jeans and pants with holes or frayed material, which reveals any area of skin or undergarments above fingertip length.
- Sagging pants and shorts.
- Skirts that do not fit at the waistline.
- Pajamas, bathrobes, and/or sleepwear.
- Visible underwear.
- Visible sliding/biking/compression shorts.
- Gym uniforms/athletic shorts.
- Caps, hats, berets, head scarfs (unless for medical or religious reasons), hoods (hoodie), Du rags, kerchiefs, or visors.
- Sunglasses (unless medical documentation or administrator approval is provided).
- Blankets or throws.
- Bandanas (as a head covering or headband).
- Earmuffs.
- Visible piercings with the exception of the ears and one single piercing on the face.
- Accessories, symbols, jewelry, tattoos, or paraphernalia, that depict or suggest an association with a gang, secret society/fraternity, inappropriate or derogatory language, racism, or sexual connotations and or deemed distracting.
- Chains or wallets with chains.
- Spiked jewelry.
- Cleats, shoes with wheels, houseshoes/slippers or other shoes deemed unsafe.
- Mouth accessories to include "grillz" or Dracula teeth.
- Eye contacts that are cat eyes or Halloween/costume style contacts.
- Costumes (unless approved by a school-organized activity).
- Hair that causes a health or safety hazard and or a disruption of the school environment.

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Guidelines for All CHISD Elementary and Middle School campuses, Collegiate Academy and Cedar Hill Collegiate High School

Acceptable Dress

Solid color red, black or white* shirt with collar

- Small logo (1 inch or less) located on the chest is acceptable
- Long sleeve or short sleeve polo or button up shirt is acceptable

Black or khaki pants/shorts/capris/skirts/jumpers

- Shorts at least fingertip length
- Cargo pants
- Cargo shorts at least fingertip length
- Skirts and jumpers at least knee length all the way around
- A belt if needed to prevent pants from dragging or sagging; pants must be worn at the natural waist

Shoes with a heel and closed toe

- Tennis shoes/sneakers
- Boots
- Dress shoes/loafers
- Solid color red, black or white sweaters, cardigans, hoodies and sweatshirts
- School issued hoodies or sweatshirts Red, black, white or gray CHISD spirit hoodie or CHISD spirit sweatshirt
- Solid color red, black, or white collared shirt must be worn under sweater, cardigans, hoodies or sweatshirt*
- Jackets and heavy winter coats – any style or color Solid color red, black, or white collared shirt must be worn under jacket or coat*

Unacceptable Dress & Accessories

- All shirt colors except white are permissible at Collegiate Prep Elementary
- Wind pants, yoga pants, athletic pants/shorts, sweat pants, or knit jogger pants
- Leggings or tights may be worn as pants
- Slippers, house shoes, sandals or flip flops
- Unnatural hair colors or distracting hairstyles

Spirit Fridays

Acceptable Dress

- Single color dark blue or black hemmed denim jeans may be worn with CHISD spirit shirt or solid color red, black or white collared shirt
- Jean shorts at least fingertip length
- Jean skirts at least knee length all the way around
- A belt if needed to prevent pants from dragging or sagging

Unacceptable Dress

- Sagging or dragging jeans, cutoffs and free from holes or tears
- Leggings, “jeggings” or tights worn as pants
- Jeans with patterns, designs or colored denim

**Collegiate Pathway scholars can wear red or black shirts with collar and patch*

Exclusions:

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This policy does not prohibit principals from allowing extracurricular groups to wear uniforms on days stipulated by the Principal or special celebrations which involve dress such as crazy hat day or '50s day, etc. ARD committees make exceptions for individual special needs students and the superintendent or designee makes decisions regarding all other requested exceptions.

All Collegiate Campuses Monday-Thursday

6th -12th Graders (This includes CVC students) must wear a solid red or black polo style shirt with the Collegiate crest applied to it and visible at all times.

- All items worn on the top half of the body must be solid red or black, this includes sweaters/hoodies. The only exception to this rule is sweaters/hoodies purchased from the Longhorn or Collegiate stores.
- Winter coats meant for rain,snow, or extreme cold such as parkas are excluded from this rule.
- Pants and shorts must be black or khaki. They must comply with District standards, Monday through Friday. See CHISD.net for details.

All Collegiate Campuses Friday Dress Code

- Students may wear CHISD, CHCHS Spirit Shirts, or official college shirts on Fridays only. They may also wear jeans on Fridays. Pants and shorts must comply with District standards.
- Special Occasion Professional Dress Code On certain days and sometimes for certain classes students will be asked to dress "professional" for a presentation or on a designated "Professional Day." This means that students need to dress in a business professional manner. This includes ensembles such as:
 - Slacks, belt, oxford shirt, dress shoes, and preferably a suit jacket or blazer, and/or tie.
 - Suit or Pant suit with a tie.
 - A skirt that is knee or fingertip length with a blouse or top that does not reveal a large amount of skin.
 - A dress that follows the same rules as a skirt. Dress shoes or heels need to allow for easy movement while walking.
- Jeans/Denim does not qualify as professional dress

P.E. Dress Code

Students are required to follow a specific dress code while attending their PE class. Shorts must be red or black and at least fingertip length. Athletic pants must be red or black. Shirts must be red, black, or gray. Shirts must have sleeves and cover the body past the waist. Shirts must also not have holes or appear see through. They must also wear athletic shoes during this time. Students may not wear tights, leggings, or biker shorts.

Lightweight Jackets, Hoodies, And Heavy Coats

Sweater, Cardigans, Hoodies, etc.

Colors:

- Solid red or black with no pictures, or graphics.
- Sweaters and hoodies purchased from the Longhorn/ Collegiate stores are acceptable.

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Style

Must be properly fitted and worn over an approved top for that day of the week. Approved jackets and hoodies may be worn in the classrooms. *Note: Hoods may not be worn over the head in the building. Heavy coats may be worn to and from school, but not in classrooms or corridors. Cedar Hill ISD Academic and Varsity Letter Jackets are allowed.*

Footwear

- Athletic shoes, loafers, dress shoes must have closed toes and heels, fastened or tied.
- Sandals with socks are not permitted.

Consequences:

The parents or guardians of the student whose dress or grooming is inappropriate shall be notified and dress code appropriate clothes will need to be brought to the school by the parents before the child can return to class. Students will be assigned to ISS for the day and Saturday School.

The second violation the student will be assigned one day of Out of School Suspension. The third and subsequent violations of dress code will result in the parent being notified that their child is assigned to out of school suspension for one day and potential removal from campus.

Campus Administration has final judgment on whether or not a student is in compliance with the dress code.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

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. An administrative fee of \$15 may be assessed in order to pick up the confiscated telecommunications device from the office.

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

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

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

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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.

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CHISD Student Acceptable Use Policy (AUP)

You are being given access to the District's technology resources, meaning electronic communication systems and electronic equipment. It is important that you read the applicable District policies and agreement form. [See policy CQ and provisions on use of electronic media in the student handbook]

Inappropriate use of the District's technology resources may result in suspension or revocation of the privilege of using these resources, as well as other disciplinary or legal action, in accordance with applicable District policies and laws.

As a user of the District's technology resources, you will be able to access:

- An unlimited number of databases, libraries, and resources;
- The Internet and other electronic information systems/networks, which can be used to communicate with schools, colleges, organizations, and individuals around the world; and
- Shared electronic equipment, which may have stored temporary Internet and electronic files of other users.

Please note: the Internet is a network of many types of communication and information networks. It is possible that you may run across some material you might find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use.

If you are being issued a District technology device that can be used off campus, you will be given additional materials of informational communication addressing the proper use, care, and return of these devices.

Rules For Responsible Use

- You may be assigned an individual account for hardware and Internet access, and you are responsible for not sharing the password for that account with others.
- The account is to be used mainly for educational purposes, but some limited personal use is permitted.
- You must comply with the Student Handbook, Code of Conduct and Federal and State Law.
- Remember That people who receive email from you with a school address might think your message represents the school's point of view when using a district provided account.
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.
- Use of technology resources are not confidential and can be monitored at any time to ensure appropriate use.
- E-mail users are responsible for mailbox management including organization, cleaning, and compliance with records retention laws when using a district provided account.
- When using the device for instructional purposes while on campus, you must use the District's wirelessInternet services and are prohibited from using a personal wireless service or VPN.
- The District's wireless network system must be disconnected from the device when the device is not being used for instructional purposes.
- When not using the device for instructional purposes while on campus, you must follow the rules and guidelines for non-instructional use as published in the student handbook. These require the device to be turned off.

Inappropriate Uses

- Using the resources for any illegal purpose.
- Accessing the resources to knowingly alter, damage, or delete District property or information, or to breach any other electronic equipment, network, or electronic communications system in violation of the law or District policy.

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- Damaging electronic communication systems or electronic equipment, including knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable.
- Disabling or attempting to disable any Internet filtering device.
- Encrypting communications to avoid security review.
- Using someone's account without permission.
- Pretending to be someone else when posting, transmitting, or receiving messages.
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmittal, or receipt of electronic media.
- Using resources to engage in conduct that harasses or bullies others.
- Sending, posting, or possessing materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting."
- Using e-mail or Web sites to engage in or encourage illegal behavior or to threaten school safety.
- Using inappropriate language such as swear words, vulgarity, ethnic or racial slurs, and any other inflammatory language.
- Violating others' intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder.
- Wasting school resources through improper use of the District's technology resources, including sending spam.
- Gaining unauthorized access to restricted information or resources.

Consequences For Inappropriate Use

- Suspension of access to the District's Technology resources;
- Revocation of permission to use personal electronic devices for instructional purposes while on campus;
- Revocation of the account; or
- Other disciplinary or legal action, in accordance with the District's policies and applicable laws.

Reporting Violations

You must immediately report any known violation of the District's applicable policies, Internet safety plan, or acceptable use guidelines to a technology administrator.

You must report requests for personally identifying information, as well as any content or communication that is abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal to a technology administrator.

CIPA Compliance

CHISD is enforcing a policy of Internet safety for minors that includes monitoring the online activities of minors and the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are

1. obscene;
2. child pornography; or
3. harmful to minors; and
4. CHISD is enforcing the operation of such technology protection measures during any use of such computers by minors.

As part of its Internet safety policy, Cedar Hill ISD is educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The K-8 Technology Applications curriculum framework is found on the CHISD Educational Technology website at www.chisd.net.

Internet Safety

There are many sites on the Internet that can be potentially dangerous to minors. Cedar Hill ISD makes every effort to block these sites both inside and outside of the district by routing Internet traffic through the District's content filter. You are in violation of district policy if you use software utilities or other means to access content blocked by school filters. Parents may want to further restrict their home access. For more information about Internet safety, you may go to <https://www.common sense media.org/parent-concerns>.

Inappropriate Content

Inappropriate content will not be allowed on mobile devices. (See CHISD Student Technology Acceptable Use Policy)

Presence of pornographic materials, inappropriate language, weapon-related content, alcohol, drug, and/or gang related symbols or pictures will result in disciplinary action.

Use for Non-School-Related Purposes

School district computers, electronic devices, networks and Internet services are provided for purposes related to educational programs. Limited personal use is permitted as long as such does not violate the CHISD *Student Technology Acceptable Use Policy*.

Sound & Recording

- Sound will be muted at all times unless permission is obtained from the teacher for instructional purposes.
- District Security Feature: Mobile devices will have security applications and profiles installed. Removal of these are prohibited and you will be subject to administrative consequences.
- Recording Feature and Camera: the mobile device may come equipped with a microphone, front and rear-facing camera, and video capacities. Cedar Hill ISD retains the rights concerning any recording and/or publishing of any student or staff member's work or image. You must obtain permission to publish a photograph or video of any school related activity. Unauthorized recordings are subject to disciplinary action in accordance with CHISD *Student Acceptable Use Policy*.

No Loaning Or Borrowing Mobile Devices

- Do NOT loan mobile devices or other equipment to other students.
- Do NOT borrow a mobile device from another student.
- Do NOT share passwords or usernames with others.

Access to another person's account or mobile device without consent or knowledge is considered hacking and is prohibited. This is subject to discipline in accordance with the Student Handbook and Code of Conduct.

Modification of the mobile device or protective accessories: You should NOT modify the mobile device in a way that will permanently alter either physically and/or electronically other than instructed by an administrator or other school personnel. You should NOT apply marks, stickers, or other decorations to supplied mobile devices or the protective accessory that the district provides (cover, case, screen protector, etc.). You should NOT remove the supplied mobile device from the protective case.

Music, Books and Apps

Music, books, and apps can be downloaded through your personal iTunes or Windows store account at your expense. Content must be school appropriate and follow all terms of this Agreement and the CHISD Student Technology Acceptable Use Policy. When mobile devices are returned, you will lose all downloaded content unless it has been stored in the "cloud".

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Indemnity Provision

You shall defend, exempt, indemnify and hold harmless Cedar Hill ISD, its officers, agents, servants, representatives and/or employees of and from any and all claims, suits, actions, legal proceedings, demands, damages or judgments, including all expenses, attorney fees, witness fees, costs, and costs and expenses of appeals therefrom, arising out of your use of the mobile device including, but not limited to, your intentional or negligent acts and/or omissions. This paragraph shall survive termination of this Agreement. Acknowledgement of this handbook as a parent or legal guardian represents your digital signature that you have reviewed the above information with your student and both you and your student acknowledge that you both understand the above information.

Bring Your Own Device

CHISD is a BYOD district. Students may bring their own device to school for educational purposes and use in class as permitted by the school and teachers. Students bring their own devices at their own risk. The district assumes no responsibility for lost, stolen, or damaged devices. Additionally, students may lose their BYOD privileges for misuse of the policy and devices during the school day. When using their devices on school property, students are expected to utilize the district's BYOD network which will prevent the use of personal internet data and ensure proper filtering of content.

Student Responsibility

Cedar Hill ISD will provide you with the opportunity to use personal electronic devices for educational purposes. It will be your responsibility to follow the rules for safe and responsible use. Access to CHISD's network is a privilege. If you fail to abide by these rules, you may be subject to the removal of this privilege and other consequences. You may bring your mobile device to school at your own risk. The District will not be held responsible for lost, stolen or misplaced devices.

Safe Uses

You must comply with the Cedar Hill ISD Student Acceptable Use Policy, as well as the following:

- Obey school rules concerning behavior and communication that apply to mobile device use.
- Do not share passwords or personal account information.
- Do not connect with people you do not know.
- Report any suspicious information to a trusted adult immediately.
- Set a password on your device(s).

Responsible Uses

You must comply with the Cedar Hill ISD Student Acceptable Use Policy, as well as the following:

- Record the serial number of your device(s) at home.
- Bring headphones to use with your device(s).
- Place your device(s) on silent/vibrate while working in class unless permission is granted from your teacher for instructional purposes.
- You are not to loan or share personal device(s) with others.
- Clearly label your device(s) and power cords with your name.
- Always turn off and secure your mobile device(s) after each use.
- Mobile device(s) should be brought to school each day fully charged. Students are encouraged to bring their device(s) home each day to charge in the evening.
- Refrain from accessing or storing inappropriate content on your device(s) as stated in the CHISD Student Acceptable Use Policy.
- You may not send, post, or possess materials that are inappropriate, abusive, obscene, pornographic, sexually oriented, threatening, harassing, or damaging to another's reputation, or illegal, including cyber bullying and "sexting".

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- Refrain from accessing District resources, including the network, to knowingly alter, damage, or delete District property.
- Monitor all activity on your account.
- For document storage, you are encouraged to utilize alternative methods such as emailing documents to yourself or utilizing a “cloud” storage program.
- Ask permission before recording an individual or group. Cedar Hill ISD retains the rights concerning any recording and/or publishing of any student or staff member’s work or image. You must obtain permission to publish a photograph or video of any school related activity.
- You should not expect that files stored on district servers will always be private. Violation of these rules may result in suspension or revocation of system access and/or suspension or revocation of permission to use personal electronic devices for instructional purposes while on campus, as well as other disciplinary action, in accordance with the Student Code of Conduct.

Appropriate Uses

As with any device that is used on campus, there is an appropriate time and place. Below are the grade levels and permissible situations for use. Campus administrators and teachers have the final say on the procedures in the classroom. If he or she asks you not to use your device, then you should follow those directions. Access is available but not guaranteed for each classroom situation.

Parent and Guardian Responsibility

Discuss with your children the importance of practicing responsible digital behavior with mobile devices.

Talk to your children about values and standards that your children should follow on the use of the Internet just as you do on the use of all media information sources such as television, telephones, movies and radio.

Wireless Information

You must use Cedar Hill ISD’s free wireless connection when on campus. CHISD is not responsible for personal charges accessing other wireless connections or data charges. When you log into the Guest wireless network, you are accepting the terms of the MISD Technology Acceptable Use Policy. You will have filtered Internet access just as if you were using a district owned device. You may not disable or attempt to disable any filtering service used by the District.

EMERGENT BILINGUAL STUDENTS (All Grade Levels)

A student who is an emergent bilingual student 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 campus LPAC will review pertinent information on all LEP students at the campus for the purpose of identification, placement, and reclassification of LEP students (K-12).

Based on state identification criteria, the LPAC will determine if a student meets the initial identification as having limited English proficiency. If the student is identified, the LPAC will recommend instructional accommodations and/or special programs based on the student’s level of English language proficiency. Parent approval is required to allow their child to participate and benefit from the program.

The English as a Second Language program is structured to meet the needs of emergent bilingual students integrated in general education classrooms. The program emphasizes the mastery of English language skills, as well as academic skills, using research-based methodologies appropriate for second language acquisition.

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The Emergent Bilingual program provides instruction in the native language of the student (Spanish) and English for the content areas using effective research-based strategies. The program enables students to become competent in literacy and academic skills in English through their native language (Spanish).

The LPAC will also determine whether certain accommodations are necessary for state-mandated assessments. The STAAR, as mentioned in the Standardized Testing section, may be administered with accommodations to an emergent bilingual student receiving language support and services. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered annually to all identified emergent bilingual student students.

Annual reviews are conducted to monitor language acquisition and to determine a student's continued eligibility for the program and services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the ARD and LPAC committees will work in conjunction to make these decisions.

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 inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual \(https://www.uil-texas.org/athletics/manuals\)](https://www.uil-texas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report 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 \(https://www.uil-texas.org/\)](https://www.uil-texas.org/) for additional information on all UIL-governed activities.]

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

No Pass, No Play

Students must be eligible under no-pass, no-play. Extracurricular activities include public performances, contests, demonstrations, displays and club activities. An activity would be considered extracurricular if:

- the activity is competitive;
- the activity is held in conjunction with another activity that is considered extracurricular;
- the general public is invited;

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- an admission price is charged.

Exception: If a student is enrolled in a state-approved course in which he or she must demonstrate mastery of the essential knowledge and skills in a public performance, then he or she may participate so long as the activity is not competitive, it is not held in conjunction with another activity that is competitive, and an admission price is not charged. For example, a theater student may participate in a non-competitive, free presentation of a one-act play in which the public is invited to attend.

Basics Of No Pass, No Play

- Must be passing all courses (except identified advanced/honors classes).
- Students lose eligibility for a three-week period, which is defined as 15 class days. Exception: One, but only one, of the three school weeks may consist of only three or four class days, provided the school has been dismissed for a scheduled holiday period. Two class days does not constitute a school week. The week of Thanksgiving is an exception if schools are on holiday Wednesday, Thursday and Friday.
- School week begins at 12:01 a.m. on the first instructional day of the calendar week and ends at the close of instruction on the last instructional day of the calendar week (excluding holidays).
- Ineligible students must wait seven calendar days after a three-week evaluation period and the grading period to regain eligibility.
- Students may regain eligibility an unlimited number of times throughout the school year. Passing means a minimum grade of 70 on all courses (except identified advanced classes).

Note: Spring Break can't be part of the three-week evaluation process. All students are eligible during spring break.

No Pass/No Play Exemptions

Students enrolled in Advanced Placement/Honors courses who do not pass a given marking period may seek a waiver to the No Pass/No Play rule if they meet the following criteria:

- The class in question must be advanced placement/honors.
- Students earned a 60 percent or higher for the grading term.
- Students completed the UIL Waiver form.
- Student's teacher has signed the form.
- Student's coach has signed the form.
- Student has demonstrated real effort in the class.

The campus administration has the final authority to approve or deny any exemption request.

NCAA (NATIONAL COLLEGIATE ATHLETIC ASSOCIATION)

Student athletes should be aware that the NCAA does not average semester grades to award credit. Although CHISD Board policy grants credit for a yearly average of 70 or higher, for the NCAA, each semester stands alone. For example, in CHISD a student could make a 65 first semester and 75 second semester and receive credit for a course, but the NCAA would count the 65 as a failing grade. Therefore, student athletes who are hoping to attend Division I or II schools should attend summer school to make up any failing semester grades they made even if they did receive the credit through averaging.

CAUTION: Students and parents should also be aware that the NCAA core GPA is not equivalent to the student's current high school GPA. Please contact the counseling office for more information.

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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. Please check with your student's campus to determine groups offered.

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, notebooks and other school supplies 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 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, student identification cards and examination fees (e.g. PSAT, etc.).
- 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.
- A maximum fee of \$50 for 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 requirements. 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).

On occasion cashier's checks and money orders will only be accepted for payment of fees because of the amount and nature of fees. 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 campus principal. For further information, see policies at 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. [See policies FJ and GE for more information.]

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Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grading Guidelines (All Grade Levels)

The grading policy of the Cedar Hill Independent School District is designed to provide consistency throughout the system and to meet the requirements specified by the Texas Education Agency. Supplementary reporting is accomplished through parent/teacher conferences and/or three-week interim progress reports.

Standards-based report cards are used to assess the pre-kindergarten and kindergarten scholars. This Type of academic reporting is based on students demonstrating mastery of the knowledge and skills they are expected to learn as they progress through the year.

The grading scale is as follows:

- 4 - Above State Standard
- 3 - Meets State Standard
- 2 - Making Progress Towards State Standard
- 1- Area of Concern

In grades 1 -12, number grades are used to represent the teacher's assessment of the student's achievement. Number grades can be converted to letter grades using the following scale:

A = 90 - 100	C = 70 - 79
B = 80 - 89	F = Below 70

ELEMENTARY GRADING GUIDELINES MINIMUM GRADE REQUIREMENTS

There are six reporting periods, three each semester. Teachers are required to submit a minimum of 12 grades per reporting period (2 per week), per subject in grades one through five to include three major test grades, (a minimum of one major test grade per progress report) is required. All grades should be spread out fairly evenly over the grading period. Students are expected to complete all assignments in all classes.

- Major grades (tests, projects, labs) 40 percent
- Minor grades (daily work, homework, quizzes) 60 percent

SECONDARY GRADING GUIDELINES

A minimum of 12 grades per six weeks are required, to include at least 2 major grades (i.e. tests, projects, labs) every reporting period. Students are expected to complete all assignments for all classes. Assignments turned in late will not receive a full grade. There should be a minimum of two test grades during each six-week grading period. No grade over 100 may be recorded on the report card or on the academic achievement record. Grades cannot be lowered for non-academic reasons including, but not limited to, the following: no name on paper, no header on paper, date missing, etc.

Regular attendance is an academically related factor that can affect the determination of a student's grade. Students shall be permitted to make up assignments and tests after absences according to board policy and the district grading policy.

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Students shall receive credit for satisfactory makeup work after an absence and may receive a zero for any assignment or test not made up within the allotted time. There are no grade penalties for makeup work after a suspension.

Grading guidelines do not affect work turned in late because of an absence. The district expects students to turn in assignments at the appropriate time. Grades in Cedar Hill ISD are based on mastery of the Texas Essential Knowledge and Skills (TEKS).

The responsibility for making up work lies with the student. Upon return to school after an absence, the student shall be responsible for obtaining and completing the makeup work.

Grade Weights (Grades 1 Through 12)

- Major grades (tests, projects) 40 percent
- Minor grades (daily, homework, quizzes) 60 percent

Extracurricular classes may use different weighting systems developed by the coach or sponsor.

Grading Periods:

- A school year shall consist of 6 grading periods, with three each semester.
- "Borrowing points" from previous or future grading periods is absolutely forbidden for any student. All teachers have the responsibility to enforce this rule for all students.
- Assignments made in a particular grading period will be averaged for that grading period unless designated clearly by the teacher when the assignment is given.
- A grade becomes final on the last day of a grading period.
- Work received after the last day can only be used to remove from the record an "incomplete" caused by one or more absences.

Finality Of Grades

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the district grading policy applicable to the grade, as determined by the board. [see policy EIA(LEGAL)]. Absolutely no grades may be changed unless the teacher made an error in computing or recording a grade, or unless an incomplete grade is being removed, and/or a transfer grade is being entered. Grade discrepancies must be contested within seven school days from the original date of posting.

Supplementary reporting is accomplished through parent/teacher conferences and/or three-week interim progress reports. Number and letter grades can be used to represent the teacher's assessment of the student's achievement and citizenship.

Homework

Teacher Responsibility:

- Use as part of the learning process and to assess student understanding.
- Give clearly defined instructions and return promptly with evaluation.
- Choose a variety of activities and accommodate different learning styles.
- Coordinate with other teachers to avoid a homework overload.
- Be family friendly when giving assignments over weekends/holidays.
- Homework, tests and projects are not to be assigned during state-mandated assessments.

Student Responsibility:

- Write down the assignment.
 - Understand the requirements before leaving the classroom.
 - Complete assignments on time and make up missed work.
 - Seek help from school resources, if needed.
- Parent Responsibility:

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- Provide appropriate levels of supervision.
- Actively communicate with the school.
- Assist with establishing a work environment conducive to learning and encourage the development of time management skills.
- Encourage students to keep homework, assignment sheets and notes organized. School Resources for Assistance with Homework:
 - Tutoring either before or after school
 - Contact the school counselor
 - Contact the teacher for assistance

Grading Of Homework

Students will be advised when grades will be taken and the weight of an assignment or project which will be included in the grade book. Students are required to complete all assignments. Assignments turned in late will receive academic penalties.

Reteaching/Regrading Guidelines

Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Reteaching may vary from subject to subject or from class to class, even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials to present the concept again. For example, if the initial instruction was primarily visual, the reteach activity might be more auditory. A student who earns below 70 on a test, with the exception of nine weeks or semester exams, shall be given an opportunity to be assessed after participating in a reteaching process within 7 to 14 days of the original date of the assessment.

Student Responsibility

- Write down the assignment.
- Understand the requirements before leaving the classroom.
- Complete assignments on time and make up missed work.
- Seek help from school resources, if needed.

Parent Responsibility

- Provide appropriate levels of supervision.
- Actively communicate with the school.
- Assist with establishing a work environment conducive to learning and encourage the development of time management skills.
- Encourage students to keep homework, assignment sheets and notes organized. School Resources for Assistance with Homework:
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A student who earns below 70 on a test, with the exception of nine weeks or semester exams, shall be given an opportunity to be assessed after participating in a reteaching process within 7 to 14 days of the original date of the assessment.

Elementary Retest

1. Upon the completion of the retest, the teacher shall record the higher of the two test grades unless the retest is greater than 70. The retest grade cannot exceed 70. If a child makes above 70 on the retest, a 70 will be recorded.
2. Teachers must develop a system to indicate grades which result from reteaching.

Teachers are reminded that they have the responsibility and authority to delete the grades for any assignment. Grades may reveal that the assignment was inadequate. If a substantial percentage of the students in a class failed to pass, the whole class should be retaught and the new test or assignment grade should be recorded.

This policy does not apply to the STAAR tests or other standardized tests.

PROCEDURES (ALL GRADE LEVELS):

When a student earns below 70 on any test, the teacher has the responsibility to reteach the essential knowledge and skills not mastered.

1. Reteaching and reassessment may be of a formal or informal nature and should be an ongoing process during the direct instruction and guided practice portions of any lesson. Students must be given the opportunity to retest in either the original or a rewritten format.
2. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Long-term projects are due upon the student's return to class.

For example:

Length of Absence	Days Allowed For Makeup Work
One Day Absent	Two days after return to school
Two Days Absent	Three days return after return to school
Three Days Absent	Four days return after return to school
Four Days Absent	Five days after return to school
Five Days Absent	Six days after return to school
Six or More Days Absent	Seven days after return to school unless prior approval is given by principal or designee

Students absent the day before a major test/assignment may be required to complete the test/assignment as scheduled provided the test/assignment date has been announced in the student's presence. Unless students make up the work missed within the allotted time, the student will receive a zero for incomplete or missing work.

Late Papers

The teachers decide if a late paper should be accepted. Students are encouraged to turn in all assignments to receive any credit that may be available for late work. It is difficult to recover from a zero grade.

CHEATING AND PLAGIARISM (ACADEMIC DISHONESTY)

Academic dishonesty (cheating or plagiarism) is not acceptable. Cheating is defined as the student using, giving, or receiving information or attempting to use, give, or receive information, which is not one's own (not allowed by the teacher) for the purpose of obtaining credit on an assignment. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit (a grade of zero) for the work in question, a lower conduct grade, or school disciplinary action according to the Student Code of Conduct.

Final Exams

Every course taught must have a comprehensive final examination each semester. The examination will measure the student's level of mastery of the TEKS. Every student enrolled in a course must take the comprehensive examination to be awarded credit for the course. Final and/or semester exams cannot be taken early. Students who miss exams with an excused absence must schedule the exams no later than two weeks after the date of the exam unless there are extenuating circumstances. A student can make arrangements to take the exam late if the principal is notified of the circumstance. The exam grade will be zero if the exam is not made up.

Exemptions (CHHS Students Only)

1. Students may be exempt from final examinations under the following conditions:
2. Students shall have completed all work by the end of the nine-week period.
3. Students shall have no truancies, unexcused absences, or off-campus suspensions.
4. Students who miss more than three days are not eligible for exemption.
5. Students late to class four or more times during the semester are not eligible for exemption.
6. Sophomores who score academic recognition on the state-mandated assessment and have not missed more than three days may be exempt.
7. Juniors and Seniors may be exempt if they meet any of the following criteria in the class for the semester:
 - a. Perfect attendance and at least an 80 average;
 - b. Only one day of absence with an 85 average ;
 - c. Only two days of absence with a 90 average ;
 - d. Only three days of absence with a 95 average.

S.T.R.I.V.E. OR IN-SCHOOL SUSPENSION ASSIGNMENTS

A student removed to the Success Through Responsible Individualized Virtual Education Program (S.T.R.I.V.E.) during the school year shall have an opportunity to complete, before the beginning of the next school year, coursework needed to fulfill the student's high school graduation requirements. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

A student removed from the regular classroom to in-school suspension or another setting, other than a S.T.R.I.V.E., will have an opportunity to complete before the beginning of the next school year each course

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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, distance learning, or summer school. [See policy FEA (LEGAL).]

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

S.T.R.I.V.E. Grades

Credit will be given for all acceptable work done at the Success Through Responsible Individualized Virtual Education Program (S.T.R.I.V.E.) campus. Grades for work done at S.T.R.I.V.E. will not replace previous grades, but will be averaged with grades earned at the home campus. Final grade submission will be the responsibility of the home campus classroom teacher to whom the student is assigned.

Timely Posting Of Grades

Teachers are required to post grades in their grade book in a timely manner; therefore, grades must be posted every week. Extended projects or assignments will be entered within seven days of the due date. Any exception must be approved in advance by the principal. Parents will have the opportunity to view their student(s) grades via Skyward Family Access.

Homebound Services

General education homebound services provide a certified teacher who serves as a liaison between the student and the student's teachers in order that academic progress will continue. The general education homebound teacher meets in the student's home/hospital room in a one-on-one setting. These services are available to students with medical conditions which require the student to be confined at home/hospital bedside for a minimum of four weeks. The medical condition must be documented by a licensed medical physician. This program is not for students currently receiving Special Education Services or Pregnancy Related Services (PRS). Contact a counselor or principal for more information.

REPORT CARDS, PROGRESS REPORTS, AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are available to parents via Skyward Family Access at least once every marking period.

During the third week of a grading period, parents will have access to a progress report of their child's performance via Family Access. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may schedule a conference with the teacher.

Teachers follow grading guidelines that have been approved by school board policy and are designed to reflect each student's academic achievement for the grading period, semester, or course. State law requires 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).]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved within 10 school days, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

Tutorials:

The district recommends tutoring for students who are in one of the three categories:

- Those who have failed an EOC,
- Have failed, or are in jeopardy of failing a course, or
- Have earned below 60 percent on two consecutive exams in the same core area.

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If a student has been recommended to attend tutorials, the parent of the student will be notified via mail, email, telephone or in person. In severe or urgent cases an academic intervention plan will be created.

COLLEGE GRADING SYSTEM

Dual credit course grades will be given in accordance with Cedar Valley policy and procedures. Students placed on academic probation with Cedar Valley will need to follow Cedar Valley's process to have the probation removed. Being on academic probation can result in students falling behind in credits and could potentially lead to removal from Cedar Hill Collegiate Academy and High School. Students are also required to comply with policies and procedures outlined in the course syllabus. If the student receives the following letter grade, this is the number grade they will receive on their high school transcript:

A = 95

B = 85

C=76

D = 72

F = 65

Late Assignments

Students are responsible for completing all work as assigned by the classroom teacher. Late assignments will be accepted up to two days after the original due date. The highest grade a student may receive for work submitted after the due date is a 50. Students will be allowed to complete two (2) additional assignments per grading period within three (3) days to increase their course average due to missed assignments, which only middle school/high school credit will be awarded (non-dual credit courses). Additional assignments must be turned in no later than the seventh week of the marking period.

Make-Up Work

Students absent the day before a major test/assignment may be required to complete the test/assignment as scheduled provided the test/assignment date has been announced in the student's presence. Unless students make up the work missed within the allotted time, the student will receive a zero for incomplete or missing work. [For further information, see policy EIAB (LOCAL).] When a student is absent the day a major assignment is due or the day of a test, the project is due or the test must be taken the day the student returns.

Testing Policy

All test grades are final. No grades may be changed unless the teacher made an error in computing or recording a grade. No retakes on tests or quizzes will be given.

ACADEMIC STANDINGS

Collegiate High School

GOOD STANDING

<p><u>Good Standing</u> The Good Standing standard is awarded to students maintaining a cumulative GPA (1) of 2.0 or higher and who complete at least one course each semester/session of enrollment.</p>	<p><u>Good Standing</u> The Good Standing standard is awarded to high school students maintaining a cumulative average of 70 or higher and who remain on track to graduate high school within 4 years by:</p> <ul style="list-style-type: none">• Earning all high school AND college credits each semester• Pass all state and district assessments• Maintain excellent attendance• Maintain excellent behavior• Have no More than 1 First Level
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STUDENT CODE OF CONDUCT OFFENSE

EARLY ALERT

<p><u>Early Alert</u> Students who have received less than a 2.0 GPA from at least one credit course during a semester/term of enrollment are placed on Early Alert. Students on Early Alert will be moved to Good Standing if they repeat the credit course in their next semester/session of enrollment and earn a semester/term GPA (1) of at least 2.0.</p> <p>Students on Early Alert with a cumulative GPA of less than 2.0 will be placed on Academic Probation</p>	<p><u>Early Alert</u> Students who have one or more of the following characteristics during a marking period of enrollment are placed on Early Alert:</p> <ul style="list-style-type: none">● Fail one or more courses in a marking period● Accrue 3 absences within a nine-week period● Are in danger of failing a college course● TSI Reading and/or Writing requirement not met● Has 1 First Level Offense or Has a Discretionary Level or Higher Offense● Displaying early need for intervention <p>Students on Early Alert will be moved to Good Standing if they meet the Good Standing Criteria at the end of the next marking period.</p>
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SEVERE ALERT

<p><u>Severe Alert</u> Students who have failed two or more courses with a cumulative GPA of less than a 2.0. Students in this category must retake the failed courses at their expense the next term/semester and must earn a GPA of at least 2.0. Students who fail to meet satisfactory standing after repeating courses may be removed from Cedar Valley College.</p>	<p><u>Severe Alert</u> Students in this category have demonstrated that they are at risk for grade level retention/loss of credit for failure to meet satisfactory performance in both high school and college courses. Students who have one or more of the following characteristics during a marking period of enrollment are placed on Severe Alert:</p> <ul style="list-style-type: none">● Fail 3 or more high school courses in a marking period● Are in danger of failing both college courses/fail both college courses <p>Students on Severe Alert will be moved to Good Standing if they meet the Good Standing criteria at the end of the next marking period.</p> <p>However, students that do not meet the criteria for Good Standing will no longer qualify to be enrolled at Cedar Hill Collegiate Academy and High School and could be removed at the end of the semester.</p>
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PROBATION ONE

<p><u>Probation One</u> Students on Early Alert who fail to complete at least one credit course with a grade of "C" or higher in their next semester of enrollment are placed on Probation One regardless of their cumulative GPA (1). Students who fail to earn a GPA (1) of 2.0 are also placed on Probation One.</p> <p>Students on Probation One may have coursework and total number of credit hours limited and may be required to register for specific courses.</p> <p>Students on Probation One must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0.</p> <p>Students will remain on Probation One until their cumulative GPA (1) is 2.0 or higher. Students who fail any Dual Credit course will be required to pay to retake the course.</p>	<p><u>Probation One</u> Students on Early Alert who fail to meet all of the Good Standing criteria at the end of the semester of enrollment are automatically placed on Probation One regardless of their cumulative GPA. Students who are not in Good Standing at the end of a semester are also placed on Probation One. Students on Probation One will be required to:</p> <ul style="list-style-type: none">• To attend tutoring 1 day a week for failed course(s)• Have a Parent/Teacher conference to discuss Success plan• Check in weekly with appointed teacher, counselor or administrator• Seek additional assistance if needed <p>Students on Probation One must:</p> <ul style="list-style-type: none">• Pass all classes with a 70 or higher course average• Students will remain on Probation One until their academic standing is assessed at the end of the semester of probation. The maximum time for Probation one is ONE SEMESTER• Students who do not make reasonable progress may be placed on ACADEMIC DISMISSAL upon review of academic performance in both high school and college courses.
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SUSPENSION

<p><u>Suspension</u> Students on Probation One will be placed on Suspension if they fail to complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students on Suspension are ineligible to enroll in credit courses in the next subsequent session of enrollment (Fall Semester, Spring Semester or Summer Session.)</p>	<p><u>Suspension</u> Although a student will not be forcibly removed, students suspended from Cedar Valley College will require a parent, administrator, student, and CVC advisor meeting to conference about a possible adaptive schedule and return to the main campus.</p>
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PROBATION TWO

<p><u>Probation Two</u> Students readmitted after Suspension will be placed on Probation Two. Students on Probation Two may have coursework and total number of credit hours limited and may be required to register for specific courses. Students on Probation Two must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students will remain on Probation Two until their cumulative GPA (1) is 2.0 or higher.</p>	<p><u>Probation Two</u> Students who have previously had a Probation One Academic status and make reasonable progress BUT do not meet the requirements for Good Standing will be placed on Probation Two.</p> <p>Students on Probation Two:</p> <ul style="list-style-type: none"> ● Will be required to attend ● Summer School at CHHS ● Must attend tutoring 1 ● day a week for failed ● course(s) ● Have a Parent/Teacher conference to discuss success plan and consequences for failure to meet requirements for Good Standing ● Check in weekly with ● appointed teacher, ● counselor or administrator ● Seek additional assistance if needed <p>Students on Probation Two must</p> <ul style="list-style-type: none"> ● Pass all classes with a 70 or higher course average <p>Students will remain on Probation Two until they meet the requirements to be in "Good Standing" The maximum time for Probation two is ONE SEMESTER</p>
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ACADEMIC DISMISSAL

<p>Academic Dismissal: Students on Probation Two will be placed on Academic Dismissal if they fail to complete at least one credit course in their next semester/session of enrollment and earn a semester/term GPA (1) of at least 2.0. Students on Academic Dismissal are not eligible to enroll in credit courses for a period of 12 months.</p>	<p>Academic Dismissal: Students on Probation Two will no longer qualify to be enrolled at Cedar Hill Collegiate Academy and High School if they fail to be in Good Standing at the end of the term of their probation. Students on Academic Dismissal are not eligible to return to Cedar Hill Collegiate Academy and High School.</p>
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GRADUATION REQUIREMENTS:

House Bill 5 was signed into law in the summer of 2013 and one of its provisions was to change high school graduation plans for all students who enter high school during the 2014-2015 school year and thereafter. The bill provides more flexibility for high school students to pursue either higher education or a career. Generally speaking, House Bill 5 established a single graduation plan, the Foundation High School Program (FHSP).

The program contains up to four parts:

- A 22-credit foundation plan which is the core of the Texas high school diploma program (CHISD has an additional 2 credit requirement above this)
- Five endorsement options that allow students to focus on a related series of courses

The endorsement areas are:

- Arts & Humanities
- Business & Industry
- Multidisciplinary ○ Public Service
- Science, Technology, Engineering & Math (STEM)

***NOTE: To earn the STEM endorsement students MUST take Algebra II, Chemistry and Physics in addition to other Foundation + Endorsement Program requirements.*

- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgment That note outstanding achievement in specific areas**

CHISD offers courses to meet endorsements in all areas. There are specific course requirements in the foundation curriculum based on the endorsement selected. A comparison of course requirements by endorsement area may be found later in this guide.

A student may elect to graduate without an endorsement under the high school foundation plan with school administrator approval after the student's sophomore year. The student and the student's parent or guardian must be advised by the school counselor of the benefits of graduating with one or more endorsements and the student's parent or guardian must file written permission with the high school allowing the student to graduate without an endorsement.

The District expects that all CHISD students will fulfill the requirements of the CHISD Foundation High School Program, earn at least one Endorsement, and enroll in the courses necessary to earn a Distinguished Level of Achievement.

It is important to note that the Texas Legislature meets annually and there may be additional clarification from the state and the Texas Education Agency. The information will be incorporated into this guide when available. Therefore, contents in this guide are subject to change according to changes from either entity and the most recent information will be posted in this document or on the CHISD website.

Foundation High School Plan (24 credits-CHISD graduation EIF LOCAL)

This option is the minimum graduation plan available and replaces the old Minimum High School Program. However, it is not available until after the completion of the sophomore year. Changing to this graduation plan will require parent and administrator approval in writing. Parents and students need to understand graduating on this plan may not meet college or university entrance requirements.

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Foundation + Endorsement (26 credits)

This graduation plan replaces the previous Recommended High School Program. Endorsements are described in detail in this course catalog.

This guide includes: core course requirements by endorsement, sample four-year graduation plans, and Cedar Hill ISD course offerings by endorsement. The curriculum requirements for earning an endorsement require a student to meet and exceed the Foundation Plan and successfully complete the following:

The curriculum requirements for one or more endorsement(s) to include a coherent sequence of courses that are content specific to the chosen endorsement. Additional coursework to include:

- Four credits in mathematics
- Four credits in approved science courses

Distinguished Level of Achievement (26 credits)

The Distinguished Level of Achievement (DLA) is the highest graduation plan in the state of Texas for students entering high school in 2014-2015. This is the default graduation plan for Cedar Hill ISD students.

In order to be considered for Top Ten Percent Automatic Admission in Texas Public Universities, graduates MUST earn a Distinguished Level of Achievement diploma. A student may earn a Distinguished Level of Achievement by successfully completing the curriculum requirements that meet and exceed the Foundation Plan and successfully completing the following:

The curriculum requirements for one or more Endorsement(s) to include a coherent sequence of courses that are content specific to the chosen endorsement. Additional coursework to include:

- Four credits in mathematics, including Algebra II
- Four credits in approved science courses
- Two additional credits

The primary difference between the Foundation + Endorsement Program and the DLA is the requirement that Algebra II must be one of the four credits in mathematics.

The default plan for all CHISD students beginning with the class of 2018 will be the Distinguished Level of Achievement.

More specific information about the graduation plans and the endorsements may be found at: http://tea.texas.gov/Curriculum_and_Instructional_Programs/Graduation_Requirements/8

PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement for outstanding performance:

★ In a Dual Credit course

- Complete at least 12 hours of college academic courses (Dual Credit and advanced technical credit courses) with a grade of 3.0 or higher on a 4.0 scale OR
- Complete an associate degree while in high school

★ In Bilingualism and Biliteracy

- By demonstrating proficiency in accordance with school district grading policy in two or more languages by:
 - Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100, and
 - Satisfying one of the following:

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- Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100, or
- Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100, or
- Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100, or
- Demonstrated proficiency in one or more languages other than English through one of the following methods:
 - A score of 3 or higher on a College Board Advanced Placement exam for a language other than English, or
 - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent
- An English language learner must also have:
 - Participated in and met the exit criteria for bilingual or English as a second language (ESL) program; and
 - Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

★ On an Advanced Placement test

- Earn a score of 3 or above on a College Board advanced placement examination

★ On the PSAT, the ACT-Aspire, the SAT, or ACT

Earn a score on the PSAT/NMSQT® that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation;

- Achieve the college readiness benchmark score on at least two of the four subject tests on the ACT-Aspire™ examination;
- Earn scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®; or
- Earn scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®; or
- Earn a composite score on the ACT® examination of 28 (excluding the writing subscore)

★ For earning a nationally or internationally recognized business or industry certification or license

- A student may earn the Certifications / Licensures performance acknowledgement with:
 - Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - Performance on an examination sufficient to obtain a government-required credential to practice a profession
- Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a

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nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:

- A national or international business, industry, or professional organization;
 - A state agency or other government entity; or
 - A state-based industry association
- Certifications or licensures for performance acknowledgements shall:
- Be age appropriate for high school students;
 - Represent a student’s substantial course of study and/or end-of-program knowledge and skills;
 - Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
 - Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

GRADUATION REQUIREMENT FLOWCHART

Subject Area	Foundation with Endorsement (CHISD default graduation plan)	Foundation Plan (This plan may only be selected at the conclusion of the 10th grade year)
English	4 Credits <input type="checkbox"/> English I (State Exam Requirement) <input type="checkbox"/> <input type="checkbox"/> English II (State Exam Requirement) <input type="checkbox"/> <input type="checkbox"/> English III <input type="checkbox"/> English IV	4 Credits <input type="checkbox"/> English I (State Exam Requirement) <input type="checkbox"/> English II (State Exam Requirement) <input type="checkbox"/> English III <input type="checkbox"/> English IV
Math	4 Credits <input type="checkbox"/> Algebra I (State Exam Requirement) <input type="checkbox"/> <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra II (Required for Distinguished Level of Achievement) <input type="checkbox"/> 4th Math Credit	3 Credits <input type="checkbox"/> Algebra I (State Exam Requirement) <input type="checkbox"/> Geometry <input type="checkbox"/> 3rdMath Credit
Science	4 Credits <input type="checkbox"/> Biology (State Exam Requirement) <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> 3rd Science Credit <input type="checkbox"/> 4th Science Credit	3 Credits <input type="checkbox"/> Biology (State Exam Requirement) <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> 3rd Science Credit
Social Studies	3 Credits <input type="checkbox"/> World Geography or World History <input type="checkbox"/> US History <input type="checkbox"/> Economics (0.5 credits)	3 Credits <input type="checkbox"/> World Geography or World History <input type="checkbox"/> US History <input type="checkbox"/> Economics(0.5 credits)

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	<input type="checkbox"/> Government (0.5 credits)	<input type="checkbox"/> Government (0.5 credits)
Fine Arts	1 Credit <input type="checkbox"/> Fine Arts (choir, dance, theater arts, band, art)	1 Credit <input type="checkbox"/> Fine Arts (choir, dance, theater arts, band, art)
Foreign Language	2 Credits (of the same language) <input type="checkbox"/> Spanish <input type="checkbox"/> French	2 Credits (of the same language) <input type="checkbox"/> Spanish <input type="checkbox"/> French
Physical Education	1 Credit <input type="checkbox"/> Physical Education	1 Credit <input type="checkbox"/> Physical Education
Speech	.5 Credit <input type="checkbox"/> Professional Communications	.5 Credit <input type="checkbox"/> Professional Communications
Electives	6.5 electives (selected from Endorsement)	6.5 electives
Total	26 Credits	24 Credits

****Note:** Professional Communications will be required for all graduating classes beginning with the class of 2023

Request To Graduate Early

Request must be submitted by end of sophomore year-form signed by parent

- Must earn an endorsement
- Must meet all EOC requirements
- Must earn a CCMR point
- Must complete FAFSA (once classified a senior)
- Must complete CPR and Peace Officer trainings
- Must complete Dallas County Promise (once classified as a senior)

Courses taken for acceleration are taken on their own i.e. doubling up on core classes, Summer school, accredited programs like Texas Tech High School.

*No courses for acceleration will be taken in Edgenuity in a credit recovery period or home learner.

Required State Assessments

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
- Science in grades 5 and 8
- Social Studies in grade 8

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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.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student’s parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student’s parent(s).

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC’s educational plan. See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

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

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.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 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.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

STAAR End-of-Course (EOC) Assessments for Students in Grades 9–12

State Assessment Requirements	Students will be required to take the State of Texas Assessments of Academic Readiness (STAAR) end of course (EOC) exam
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	corresponding to designated courses. There are 5 STAAR EOC exams aligning to designated courses. Students are required to perform satisfactorily on each state required exam.
What courses have STAAR EOCs?	English I English II Algebra 1 Biology US History
What are the STAAR EOC Performance Standards?	<p>Passing Performance Standards: Approaches Grade Level Meets Grade Level Masters Grade Level</p> <p>Non-passing Performance Standard: Does Not Meet Grade Level</p>
When will students take initial attempt of EOC exams?	STAAR EOC English I and II administered in early April. Each English exam consists of a reading and writing component combined into one exam. STAAR EOC Algebra I, Biology, and US History administered in early May
When are the STAAR EOC retest opportunities offered?	STAAR EOC retest will be offered three times a year, once in the fall, spring, and summer. Students are required to take the EOC exams each time they are offered until they meet standard.

** Additional Math and Reading courses will be required if STAAR and/or STAAR EOC scores indicate. The student's schedule will be changed to meet this requirement. There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

College Entrance Exams

A student planning to go to college needs to begin as early as possible to become familiar with college entrance requirements and to include as many units of English, mathematics, science, social studies, and foreign language as possible. College entrance requirements and scholarship criteria vary and some do not accept credits in some courses. Most colleges and universities also require one of two major entrance exams: The American College Testing Program (ACT) and/or the Scholastic Aptitude Test (SAT).

PSAT/NMSQT

To help students in their college preparation, the Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is given early in the junior year. The PSAT portion of this test can be of assistance to students when planning for college. The NMSQT portion is the only way students can compete for National Merit Scholarships or for scholarships given by many companies and associations.

Texas Success Initiative

The TSI Assessment is a program designed to help your institution determine if you are ready for college level course-work in the general areas of reading, writing and mathematics. This program also will help determine what type of course or intervention will best meet your needs to help you become better prepared for college level coursework if you are not ready. If you are an incoming college student in Texas, you are required to take the TSI Assessment – unless you are already exempt (read below) – to determine your readiness for college-level work. Based on how you perform, you may either be enrolled in a college-level course that matches your skill level or be placed in the appropriate developmental course or intervention to

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improve your skills and prepare you for success in college-level courses. Visit <http://www.tsi.com/> for more information.

ACT

The ACT® test is the nation's most popular college entrance exam accepted and valued by all universities and colleges in the United States. The ACT is based on what students learn in high school and provides personalized information about their strengths for education and career planning. Find everything you need to know about registration, test prep, scores and more.

SAT

The SAT is an entrance exam used by most colleges and universities to make admissions decisions. The goal is to provide colleges with one common data point that can be used to compare all applicants. That said, it is just one factor in the admissions decision. Schools also consider your high school GPA, academic transcript, letters of recommendation, extracurricular activities, interviews, and personal essays. The weight placed on SAT scores in admissions varies from school to school. The SAT exam is offered nationally every year in August, October, November, December, March, May and June.

Advanced Academics/Gifted And Talented Program

Students who have been nominated for the Gifted and Talented (GT) Program and have met the criteria are enrolled in the Advanced Academics (AA) Program with other high achieving, highly motivated students. Students in the AA/GT Program are provided a differentiated curriculum that includes depth and complexity beyond the regular curriculum in the four core areas— reading/English language arts, math, social studies, and science. AA/GT students are clustered in grades K-12. Nominations for the GT Program may be made at any time by parents, students, teachers, administrators, and community members. Formal testing is conducted once during the fall and once during the spring semesters.

Cedar Hill Collegiate High School

Cedar Hill Collegiate High School offers pre-Advanced Placement (Pre-AP), Advanced Placement (AP) courses, and Dual Credit courses. Students who are accepted into Collegiate High School are expected to complete 60 college credit hours or obtain their associates degree. The courses available are listed on the CHCHS Crosswalk.

Cedar Hill High School

Cedar Hill High School offers a variety of Pre-AP, Advanced Placement (AP), and Dual Credit courses. The school's counselors provide students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see policies at EIF.]

Dual Credit/College Credit Courses

The dual enrollment program at Cedar Hill ISD is a cooperative effort with the Dallas County Community College District. Students who meet college eligibility criteria may participate in the program. Successful completion of the program will allow students to receive high school credit and college credit for the courses taken. Class sizes must be taken into consideration. Thirty students will be considered as a full class and enrollment will be closed to additional students unless another section can be opened. A student must:

- Obtain permission from the high school
- Enroll at DCCCD
- Earn a grade of 70 or above in each required course
- Meet the entrance requirements of the college/university including the required TSI exam.
- Comply with the Student Code of Conduct and grading guidelines of the college/university.

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Advanced Placement (Ap)

Cedar Hill Independent School District secondary schools offer students the opportunity to participate in College Board AP and Pre-AP courses so that they may better prepare themselves for college. Because these classes are similar to college level classes, students are challenged to be more disciplined, structured and to perform at a higher academic level. What is AP? The AP Program is administered by the College Board of New York. It allows students to participate in college level courses and possibly earn college credit while still attending high school. Secondary schools and colleges cooperate in this program to give students the opportunity to show mastery in college-level courses by taking AP exams in May of each school year. These guidelines will insure maximum opportunity for success in these courses:

General Course Expectations:

- Successful completion of each pre-AP or AP course requires up to six hours' additional study time per week outside of class on a regular basis.
- Students may need to purchase supplemental materials for some of the pre-AP or AP courses. This requirement will be made known through the course descriptions for the various courses. Financial aid will be available for students with financial need.
- For a student whose grade average for the first semester is less than 70, a student-parent teacher-counselor conference will be held to evaluate the advisability of the student remaining in the class for the second semester.
- Guidelines for grading shall be clearly communicated to students and parents. A student shall be permitted to retake a test at teacher discretion.
- Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination (Board Policy, EIA (LOCAL)).

To receive weighted credit for an AP course, students must be enrolled in the course and receive a 70 or higher in the course. Students are encouraged to take the corresponding College Board AP exam in May.

Advanced Placement Exam

These exams provide students with the opportunity to gain college credit by examination at participating universities. Information regarding the awarding of credit can be found online at www.collegeboard.com. The exams are generally administered towards the end of the Spring semester of each school year.

Honors Placement Courses

The Honors program is the complementing preparatory program that is designed to provide students with the necessary skills to be successful in AP courses. In CHISD, these skills together with the TEKS comprise the syllabi for the Honors courses.

Honors/Ap Exit Process

Students may exit a two-semester Honors/AP course between the 16th and 20th day of the Fall or Spring semester by following the exit process below.

Exiting Process

Schedule changes that are student/parent requested for H/AP to Regular must be made within the first two weeks of each semester. The processes listed below must be followed:

1. Attend a minimum of five documented tutorial sessions.
2. Participate in a documented student/parent/teacher/counselor intervention meeting.

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3. Obtain a "Request to Drop an Advanced Academic Course" form from their Counselor (See Appendix).
4. Complete the form and obtain all required signatures.
5. Submit the completed and signed form to the Counselor between the 16th and 20th day for consideration by the Dean of Instruction.
6. The Dean of Instruction will decide whether to approve or deny the student's request.

In all cases, for Honors or AP exit requests, if the request is approved, schedule changes will be subject to course availability. If a student transfers out of a class, the student's grades will directly transfer to the course into which the student enters (i.e. a 60 in a H/AP course becomes a 60 in an on-level course).

Students beginning the second semester of a two-semester course are expected to remain in the course throughout the semester.

Transfers

Transfer students shall be evaluated and placed in classes promptly. The district shall accept all credit earned toward state graduation requirements by students in accredited Texas schools, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at the district's discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. (19 TAC 75.168 (b) 75.169 (a) (5))

The district shall not accept credits earned by students in non-accredited schools. To receive credit for the coursework from homeschooling or unaccredited schools, students must pass Credit by Examination (TAC 75.166) for each course in which they are seeking credit. See the Credit by Examination with Prior Instruction section in this handbook [policy EEJA (local)]. Additional information about this program can be obtained in the school's counseling office.

Summer School

Courses are offered based on demand and availability. Information regarding location of the school, course offerings, and tuition are available each spring. Summer school is a highly intensified program in which one day equates to almost one week in the long term.

REQUIREMENTS FOR A DIPLOMA BEGINNING WITH THE 2014–15 SCHOOL YEAR

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

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

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:

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- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- 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;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following 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 approved 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 up to two 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.]

REQUESTING ADMINISTRATION OF STAAR/EOC IN PAPER FORMAT (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

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Standardized Testing for a Student in Special Programs

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.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student’s sophomore year, the student and student’s parent(s) may request that the student graduate without an endorsement. The district will advise the student and the student’s parent(s) of the specific benefits of graduating with an endorsement. The student and the student’s parent must then 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 Program	Graduation Program with an Endorsement
English/Language Arts	4	4

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Course Area	Number of Credits:		Number of Credits:	
	Foundation Program	Graduation	Foundation Program with an Endorsement	Graduation
Mathematics	3		4	
Science	3		4	
Social Studies, including Economics	3		4	
Physical Education	1		1	
Languages other than English	2		2	
Fine Arts	1		1	
Locally required courses	.5 Professional Communications 2 additional elective credits		.5 Professional Communications ***Available Endorsements	
Electives	4.5		5.5	
Total	24 credits		26 credits	

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **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 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - 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.

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Available Endorsements***

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

- Science, technology, engineering, and mathematics
- Business and industry
- Public services
- Arts and humanities
- Multidisciplinary studies

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for a good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plan High School

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 is a requirement for 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(s). Before the end of grade 9, a student and his or her parent(s) will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures) (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

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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.

Personal Graduation Plan Middle School

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals.
- Address the parent's educational expectations for the student.
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

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.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll 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.

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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course 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

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the 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 may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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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. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

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

Graduation Speakers

Certain graduating students will be given an opportunity to speak 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 the Student Code of Conduct and policy FNA(LOCAL) for more information.]

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, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See College and University Admissions and Financial Aid (All Grade Levels) for more information.

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

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. The District shall calculate class rank for the valedictorian, salutatorian, top twelve students, summa cum laude students, magna cum laude students, and cum laude students.

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the same District high school for the four semesters immediately preceding graduation; and
2. Have completed the foundation program with the distinguished level of achievement.

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District shall calculate a weighted GPA using eligible grades earned in AP/Dual Credit and Honors courses.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.

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The District shall recognize at the graduation ceremony the students in the graduating class with the 12 highest class ranks, including valedictorian and salutatorian, who completed the last two consecutive semesters in the District.

*Students who graduate with a cumulative GPA of 4.70–6.00 or higher shall be designated summa cum laude graduates.

*Students who graduate with a cumulative GPA of 4.25–4.69 shall be designated magna cum laude graduates.

*Students who graduate with a cumulative GPA of 3.70–4.24 shall be designated cum laude graduates

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, superintendent, or law enforcement official.

[See Bullying on page 29 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 diarrhea 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.

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

Clinic Services

Cedar Hill ISD has a clinical assistant on most campuses which are under the supervision of a registered nurse (RN), with the exception of Cedar Hill High School which has two registered nurses and Collegiate High School and Academy which has a LVN. The clinical assistants are fully trained in health care treatments, first aid and CPR/BLS. The nurses are available at all times for emergency situations. The school nurse (RN) provides a higher level of care.

The school nurse (RN) is responsible for maintaining optimum health and safety for our students and staff. The school nurse develops individualized health care plans for each student according to their medical need, serves as health educator and resource person, provides health care for sick and injured students and staff, based on mental and physical assessment findings, and provides an intervention with an expected outcome.

Students who come to the clinic must have a clinic pass completely filled out by their teacher to be seen unless it is an emergency situation. In that case, the student will either be accompanied to the clinic by another teacher, student or the nurse will go to the student. If the nurse determines the student is too ill to remain at school, or if the student has a fever, the parent/guardian will be contacted and expected to pick up the student within one hour or less depending on the situation or make arrangements for the student to be picked up by someone on the emergency contact list.

The emergency contact must present ID before the student can be released. If a parent cannot be reached, EMS will be activated if medically necessary. A parent/guardian must be contacted before a student can leave campus, even if the student is 18 years of age.

State Mandated Screening

Per the Texas Department of state Health Services, students are to have certain state mandated screenings such as Vision, Hearing, Acanthosis Nigrigan "AN" (screening done to assess for potential risk for the development of Type 2 Diabetes) that are conducted for grades: Pre-K, kindergarten, first, third, fifth, and seventh grades which includes blood pressure, height and weight measurements. Also, Spinal "scoliosis" screening (for girls 10 and 12 years of age, 5th and 7th grade and boys 13 or 14 years of age, 8th grade).

Parents will only be notified in advance for Spinal (scoliosis) as it requires certain attire be worn for the screening. Otherwise, parents will be notified if further testing is recommended for any findings that may be outside of the normal limits for screening. All results are recorded on the student's health record for future reference according to state guidelines.

Communicable Diseases

Reasons for non-attendance at school and requires a doctor's release to return as recommended by the CDC are:

Chicken Pox	Common cold with fever
Diarrhea > three or more times	E coli (stomach infection)
Fever 100 degrees or greater	Head lice (live and persistent)

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Hepatitis A	Impetigo
Infectious Mononucleosis	Influenza
Measles	Meningitis
Mumps	Pinkeye (Conjunctivitis)
Ringworm of the scalp	Scabies
Streptococcal (strep throat)	Tuberculosis
Vomiting (two or more times)	Whooping cough (Pertussis)

Student(s) will be sent home if he/she has any of the following:

1. Suspected contagious disease;
2. Vomiting or diarrhea if more than one time;
3. Undetermined rash, skin lesions, or open and/or draining wound over any part of the body;
4. Returns to the clinic more than one time and feels too badly to remain at school.

If a student is found to have a temperature elevation of more than 100 degrees, his/her parents will be notified and will be expected to pick the student up from school within an hour of the initial notification or make arrangements for someone else to do so. High school students may be dismissed with parent permission to go in their own vehicle. If the student does not have a temperature elevation, the child's condition will be evaluated and the parent will not be notified unless the school nurse feels the student is too sick to remain at school.

If the school nurse, teacher or an administrator discovers a student has live head lice for any student in the school environment in our district, the parent/guardian will be notified as soon as possible. A treatment care plan (notice) will be sent home at that time. Cedar Hill ISD has adopted a policy whereby if a school nurse or administrator who discovers or becomes aware that a child enrolled in a District elementary school has lice shall provide written or electronic notice to parents within the time frames prescribed in law. For more resources or further information, please contact your school nurse. See policy FFAA (Local) Also know that in the event of a public health issue/communicable disease outbreak, Cedar Hill ISD will be in close communication with Dallas County Health Department officials and/or the CDC, following their recommendations and guidance to handle the situation per their protocols.

When Should I Keep My Child Home From School?

Our goal in giving you these guidelines is to reduce the spread of communicable disease at school and to promote a healthy environment for students attending school. They were created to help you in your decision making process as to whether to send your child to school or to keep your child at home.

Following is a list of common ailments a child may have. If your child is ill, you may want to discuss these problems with your child's pediatrician to determine if an office visit is needed.

- Fever - If your child has a temperature of 100 degrees or greater without medication and when accompanied by sore throat, nausea, vomiting, diarrhea, upper respiratory, flu-like symptoms, or a rash, a contagious illness is suspected then they should remain at home. He/she should remain at home until fever and/or symptom free for 24 hours without the use of medication.
- Vomiting & Diarrhea - A single episode of vomiting or diarrhea without accompanied fever may not be enough reason to miss school. However, children with watery diarrhea (loose runny stool and/or

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cannot get to the bathroom in time) should remain at home until diarrhea free for 24 hours. If diarrhea or vomiting is frequent, more than twice and/or accompanied by fever, keep the child home and consult your doctor.

- Runny Nose & Coughing - A minor cold or allergy symptoms (stuffy nose with clear drainage, sneezing, and mild cough) should not be a reason to miss school. If your child's cough is persistent or productive and accompanied by thick or constant nasal drainage, and/or a fever, then he/she should be kept home.
- Sore Throat - Onset of a sore throat accompanied by a fever or difficulty swallowing may indicate a doctor visit. If the doctor diagnoses strep throat, the student must remain home for 24 hours after antibiotic treatment has begun.
- Pinkeye (Conjunctivitis) - if your child's eyes are mildly red and watery and no other symptoms are present, this may indicate irritation or allergy. However, if your child's eyes are markedly red (including under the eyelids) and accompanied by thick, yellow or green drainage, crusting or child complains that they cannot open his/her eyes they may have pink eye or conjunctivitis. This condition can be caused by a virus, bacteria, or allergies— only a doctor can determine the cause. Viral or bacterial conjunctivitis is contagious. It is spread when a child rubs his/her eyes, then touches another student or an object that another student uses, and that student then rubs his/her eyes. For this reason, your child should remain home until treatment has begun for 24 hours and a release from a medical professional or the symptoms are completely gone. Rashes
- Rashes - can be caused by many things, a few of which may be contagious. A sudden appearance of a rash over any part of the body with an unknown cause and may or may not be accompanied by fever or other symptoms should be evaluated by the doctor. However, a rash caused by poison ivy/poison oak is not contagious and is not a reason to miss school. You may always take the student to the school nurse to see if he/she may remain in school or needs to be seen by the doctor.
- Ringworm - Any circular scaly patch that is seen along the hairline or in the scalp must be evaluated by a physician as it may be ringworm of the scalp, which is highly contagious and the child must be excluded from school. Oral medications are usually the treatment of choice, but your doctor may also recommend a special shampoo or ointment. Your child may return to school after treatment has begun. Ringworm on the body is very difficult to spread to others, and these children may be present in school as long as the area is covered by a bandage or clothing. You can check with your pharmacist for over the counter treatments for ringworm on the body. Please consult your school nurse.
- Open Sores - If your child has a blister or open sore on the skin that forms a yellowish crust, and is oozing or draining it may be contagious. These open sores are often seen around the nose or mouth but could be seen anywhere on the body and must be evaluated by a doctor to remain in school. Your doctor will determine when your child can return to school. Any other open areas must be covered.

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. You may access the [DSHS exemption form \(https://dshs.texas.gov/immunize/school/exemptions.aspx\)](https://dshs.texas.gov/immunize/school/exemptions.aspx) online or by writing to this address:

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Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

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
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

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.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis.

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements](https://www.dshs.state.tx.us/immunize/school/default.shtm) (<https://www.dshs.state.tx.us/immunize/school/default.shtm>) 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, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

What are head lice?

The head louse, or *Pediculus humanus capitis*, is a parasitic insect that can be found on the head, eyebrows, and eyelashes of people. Head lice feed on human blood several times a day and live close to the human scalp. Head lice are not known to spread disease. If you notice that your child has an infestation of live lice, please treat immediately and notify the school nurse. They may return to school after the appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice. If nits and/or live lice persist other steps may need to be taken. Check with your school nurse for resources that may be available.

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How to recognize head lice

If your child complains of an itchy scalp, persistently scratches his head, develops sores on the scalp due to scratching, has difficulty sleeping due to something crawling in his/her head, check for pinpoint-sized grayish white eggs (nits) within 1/4 inch of the scalp that will not flick off the hair shaft. The louse bug is very small and wingless and the eggs are more easily detected. They are often found crawling behind the ears, along the nape of the neck or on the crown of the head.

Treatment for head lice If you notice these eggs or a live louse, your child must be treated with special shampoo available at drug stores and grocery stores and be virtually nit free before they can return to school. Treatment must be repeated in 7-10 days. Please follow the instructions on the container carefully. Do not use a combination of shampoo and conditioner. Please notify the school nurse of your child's condition and treatment plan so that he/she may make the appropriate recommendation/accommodations. Again, these guidelines are designed to assist in your decision-making process as to whether or not to send your child to school. Your doctor will assist you to determine if your child needs to be seen at an office visit.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home \(https://www.dshs.state.tx.us/schoolhealth/lice.shtm\)](https://www.dshs.state.tx.us/schoolhealth/lice.shtm).

[See policy FFAA for more information.]

WOUND CARE

Children with draining wounds should remain home until evaluated by a healthcare professional. All wounds must remain covered while at school. Students with wounds should not share soap, towels, lotions, and other personal care items.

*A student can be excluded from attending school until the student obtains a doctor's diagnosis and treatment protocol for a rash, lesion, discharge, or other possible infectious condition.

Readmission of the student will require one of the following:

1. A note or letter from your primary doctor/health care provider attesting to the student's recovery and non-infectiousness.
2. Certificate issued by the local health department.
3. A period of time corresponding to duration of the communicability of the disease, as established by the Texas Department of Health Services.

Keep your child home when:

1. Signs of severe illness, including fever, diarrhea, vomiting, contagious infection, irritability, difficulty breathing, extreme sleepiness, or a change in behavior.
2. Mouth sores and drooling until a physician does not feel the condition is infectious.

Information gathered from: Resources / Parent Information / Should I keep My Child Home from School?—Eng 0706 Communicable Disease Chart for Schools and Child-Care Centers, Texas DSHS Control of Communicable Diseases in Man—Abram Benenson, editor, American Public Health Association Is your child too sick for school?—Children's Healthcare of Atlanta Instructions for Pediatric Patients—Your Child's Health, 1991, Barton Scmitt, M.D. Should you keep your child home from school?—Putnam City Schools

BACTERIAL MENINGITIS

State law specifically requires the district to provide the following information:

What is Meningitis?

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Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral Meningitis is most common and the least serious. Bacterial Meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the symptoms?

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

Children over one-year-old and adults with Meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of Bacterial Meningitis is based on a combination of symptoms and laboratory results.

How serious is Bacterial Meningitis?

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

How is Bacterial Meningitis Spread?

None of the bacteria that causes Meningitis are as contagious as diseases like the common cold or the flu. These bacteria are not spread by casual contact or by simply breathing the air where a person with Meningitis has been. These germs live naturally in the back of our noses and throats, but do not live long outside the body. These germs are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

These germs do not cause Meningitis in most people. Instead, most people become carriers of these germs for days, weeks, or even months. These bacteria rarely overcome the body's immune system and cause Meningitis or other serious illnesses.

How can Bacterial Meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of Bacterial Meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85 - 90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to 10 days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have Bacterial Meningitis?

Seek prompt medical attention. Where can you get more information? Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a Meningococcal Vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, cdc.gov, and the Department of State Health Services, dshs.state.tx.us.

Note: 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.

STAPH/MRSA

State law specifically requires the district to provide the following information:

Recently, doctors in Texas have been seeing an increasing number of patients with skin infections caused by Staphylococcus aureus (“Staph”) bacteria that are resistant to many antibiotics (drugs that kill bacteria), also called methicillin resistant Staphylococcus aureus—” MRSA.”

The Texas Department of State Health Services is working with doctors and other health care providers to better understand why this is happening and how to prevent antibiotic (drug) resistant Staph/MRSA skin infections from spreading.

What is a Staph/MRSA skin infection?

It can be a pimple, rash, boil, or an open wound. Staph/MRSA is often misdiagnosed as spider bites. Staph bacteria are commonly found on the skin of healthy persons. Staph/MRSA infections often begin with an injury to the skin. Symptoms of a Staph infection include redness, warmth, swelling, tenderness of the skin, and boils or blisters. Sometimes it does not cause any problems; sometimes it causes minor infections, such as pimples or boils. If left untreated, it can cause serious skin infections or worse.

How do Staph skin infections spread?

Staph/MRSA lives on skin and survives on objects for 24 hours or more. The cleanest person can get a Staph/MRSA infection. Antibiotic-resistant Staph/MRSA skin infections are found in places where there are crowds of people (schools, jails, gyms). Staph/ MRSA can rub off the skin of an infected person onto the skin of another person during skin to skin contact. Or, the Staph can come off of the infected skin of a person onto a shared object or surface, and get onto the skin of the next person who uses it. Examples of commonly shared objects include towels, soap, benches in hot tubs, and athletic equipment– in other words, anything that could have touched the skin of a Staph infected person can carry the bacteria to the skin of another person. E59- 12490

How can I prevent myself or my family members from getting infected?

- Wash your hands with soap and warm water.
- Keep cuts and scrapes clean with soap and water.
- Avoid skin contact and sharing personal items with anyone you suspect could have a Staph skin infection.
- When using protective gloves to treat infected areas, remove and dispose of properly; wash your hands with soap and water after removing them.
- Do not share personal items with other people who might have skin infections.

What should I do if I think I have a skin infection?

If you think that you have a skin infection, consult your doctor or health care provider as soon as possible. Early treatment can help prevent the infection from getting worse. Be sure to follow directions from your doctor or health care provider closely, even when you start to feel better. Not taking all of your pills leads to stronger, antibiotic-resistant bacteria.

If my doctor or health care provider has told me that I have a Staph/MRSA skin infection, what can I do to keep others from getting infected?

- Clean your bandages, hands and home.
- Keep the infected area covered with clean, dry bandages. Pus from the infected wound is very infectious.
- Wash your hands frequently with soap and warm water, especially after changing your bandages or touching the infected skin.
- Regularly clean your bathroom, kitchen, and all other rooms, as well as your personal items.

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- Wash clothes and other items that become soiled with hot water or bleach when possible.
- Drying clothes in a hot dryer, rather than air drying, also helps kill bacteria in clothes.
- Tell any healthcare providers who treat you that you have an antibiotic-resistant Staph/MRSA skin infection.

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 breathing, eating, or touching 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 [Allergies and Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/) website (<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>)

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

TOBACCO PROHIBITED

The district strictly enforces prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. See the Student Code of Conduct and policies at FNCD and GKA.

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.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- 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.

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An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary 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. If a secondary 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(s) 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.

Unassigned Epinephrine Auto-injectors

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

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

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

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

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

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

For additional information, see FFAC(LOCAL).

UNASSIGNED OPIOID ANTAGONISTS

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel and/or school volunteers to administer an opioid antagonists such as (Narcan or Naloxone) for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of an opioid-related drug overdose.

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The district will provide at each campus [school personnel and/or school volunteers] who are trained to administer an opioid antagonist (Narcan or Naloxone).

“Unassigned medication for respiratory” means, albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [school personnel and/or school volunteers] at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

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.

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at: <https://www.uiltexas.org/health/steroid>.

PSYCHOTROPIC DRUGS

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

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

MESSAGES (All Grade Levels)

In order to prevent classroom interruptions, only EMERGENCY MESSAGES as determined by the administration will be delivered to students.

MENTAL HEALTH SUPPORT (All Grade Levels)

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

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- 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 on page 7 and Consent to Provide a Mental Health Care Service on page 8 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- Counseling on page 49 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 on page 10 for board-adopted policies and administrative procedures that promote student health.

If you are worried that your child may be using or in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area. You may also contact the [National Suicide Prevention Lifeline](#) at 1-800-273-8255.

Visit [chisd.net](https://www.chisd.net/services/counseling-services/mental-health-support) (<https://www.chisd.net/services/counseling-services/mental-health-support>) for a list of mental health partners.

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.

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 the campus principal 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)

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

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](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

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

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

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures. [See policy FFAA.]

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. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency .

TOBACCO, E-CIGARETTES, AND NICOTINE PRODUCTS PROHIBITED (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, 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 at FNCD and GKA.]

SCHOOL HEALTH ADVISORY COUNCIL (SHAC) (All Grade Levels)

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

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

STUDENT WELLNESS POLICY/WELLNESS PLAN (All Grade Levels)

Cedar Hill ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Director of Health Services with questions about the content or implementation of the district's wellness policy and plan.

HOMEWORK (All Grade Levels)

{See Grading Guidelines}

ID Cards (All Grade Levels)

Cedar Hill ISD students are required to purchase current identification cards. (Cost is \$5.00 per ID.) Students MUST wear the current ID at all times while on campus and while attending any school-related activity/function. * The ID MUST be visible and worn on the front of the student's torso between the shoulder blades and the natural waistline. ID lanyards and/or clips are provided for a fee to students on each campus. Students out of compliance are subject to discipline consequences. Persistent non-compliance with the ID policy by students will result in additional consequences. ("Persistent" = two or more offenses per year.) Any student who fails to properly identify him/herself and/or flees from a Cedar Hill ISD high school staff member may be placed in an alternative placement. Replacement cards cost \$5.00.

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.

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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 has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

LEAVING CAMPUS (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required 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, the parent must submit a note to the main office at least two hours before the student needs 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(s) 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.

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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 Closed Campus

Students are not to leave the campus during the school day except in cases preapproved based upon the students course schedule, pre-approved by campus administration, or after signing out in the office. Students are not to visit the campus of other schools;

While classes are in session or any other time during the regular school day except for school-approved business or school sponsored activities. Otherwise, once a student arrives on campus they are required to stay on campus for the entire length of their schedule. Reasons to leave are limited and include such things as coursework at Dallas College, special work/educational programs, and early release for students;

When a student is caught off campus, or attempting to leave campus, without following the guidelines outlined, it will result in the loss of parking privileges for 30 school days for each infraction. A student who has been found to have parked on campus property with any motorized vehicle, while under the loss of parking privilege during a "30 school days" period, shall be assigned to 2 days I.S.S.. The student may receive other consequences if the issue continues;

The "30 school days" consequences will be given to all students riding in a vehicle, not just the driver, if the student also has campus parking privileges. If the student is not of driving age or does not have parking privileges, the student shall be assigned to 1 day I.S.S.;

Parking stickers will be removed from the student's car following each offense. Students will be charged \$2 for a replacement sticker following the discipline period;

It will be the responsibility of the student and their family to arrange for alternate transportation during the discipline period. City police will be monitoring surrounding businesses and neighborhoods for students who are illegally parked, so we would not recommend parking off-site.

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

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade."

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

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

DAEP Makeup Work

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

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

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by Title IX and other law, Cedar Hill 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, admission, employment, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not discriminate on the basis of sex and is required not to discriminate on the basis of sex and prohibited sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the U.S. Department of Education's Office of Civil Rights, or both.

The following district representatives have been designated to coordinate compliance with these legal requirements. Inquiries about the application of these requirements may be directed to them as stated below:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Hallema Jackson, Assistant Superintendent of Human Resources, 285 Uptown Blvd Ste. 300, Cedar Hill, TX 75104, 972-291-1581 X 4035 hallema.jackson@chisd.net.

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Age Discrimination Act Coordinator, for concerns regarding discrimination on the basis of age: Hallema Jackson, Assistant Superintendent of Human Resources, 285 Uptown Blvd Ste. 300, Cedar Hill, TX 75104, 972-291-1581 X 4035, hallema.jackson@chisd.net.

Americans with Disabilities Act/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Dr. Norbert Whitaker, Executive Director of Student Services, 285 Uptown Blvd Ste. 300, Cedar Hill, TX 75104, 972- 291-1581 X 4232, norbert.whitaker@chisd.net

All other concerns regarding discrimination: Dr. Norbert Whitaker, Executive Director of Student Services, 285 Uptown Blvd Ste. 300, Cedar Hill, TX 75104, 972-291-1581 X 4232, norbert.whitaker@chisd.net

Director of Family and Community Engagement (works with parents of students participating in Title I programs): Contact building principal or Federal Programs Coordinator, 285 Uptown Blvd Ste. 300, Cedar Hill, TX 75104, 972-291-1581

[See policies FB, FFH, and GKD.]

NONTRADITIONAL ACADEMIC PROGRAMS (All Grade Levels)

PARENT AND FAMILY ENGAGEMENT (All Grade Levels) Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement 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 of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences.]
- Becoming a school volunteer. [For further information, see policy GKG and Volunteers.]
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB and contact your campus principal.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council (SHAC).]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental wellbeing.
- Attending board meetings to learn more about district operations. [See policies at BE]

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 the following:

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

Elementary and Middle Grade Levels

In grades pre kindergarten–grade 1, promotion is based on satisfactory performance on grade level standards (essential knowledge and skills) in language arts and mathematics.

In grades 2–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

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.

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

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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 emergent bilingual 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 administration in reading or math. For more information, see the principal, school counselor, or special education director.

FAILURE TO PERFORM SATISFACTORILY ON A STAAR OR EOC ASSESSMENT

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

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.

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 82 and Standardized Testing on page 127.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking. (Do we practice this)

RELEASE OF STUDENTS FROM SCHOOL

[See Leaving Campus.]

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 available to parents via Skyward Family Access at least once every marking period.

During the third week of a grading period, parents will have access to a progress report of their child's performance via Family Access. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may schedule a conference with the teacher.

Teachers follow grading guidelines that have been approved by school board policy and are designed to reflect each student's academic achievement for the grading period, semester, or course. State law requires 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).]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved within 10 school days, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes.

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;
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make

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anonymous reporting, such as “submitting an online report at <https://www.anonymousalerts.com/cedarhillisd/>;

- 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.

PREPAREDNESS DRILLS: EVACUATION, SEVERE WEATHER, AND OTHER EMERGENCIES

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

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED 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 \(https://www.dhs.gov/stopthebleed\)](https://www.dhs.gov/stopthebleed)
- [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student’s parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

EMERGENCY SCHOOL CLOSING INFORMATION

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Using the District's mass messaging system (via email, phone, and text), updating the website to include the information, posting to the district's social media sites (Facebook and Twitter), and contacting local media outlets.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Use by Students and Parents Before and After School

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

In the afternoon, parents may only pick up students in the designated loading/unloading area. Please adhere to this procedure to ensure the smooth flow of traffic for all parents, students, and buses.

After dismissal from school in the afternoon, unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

SCHOOL FACILITIES

Asbestos Management Plan (All Grade Levels)

The district's asbestos management plan, designed to be in compliance with state and federal regulations, is available in the district maintenance office. If you have any questions, please contact the director of maintenance and operations, 202 E. Belt Line Rd., Cedar Hill Texas, 75104.

FOOD AND NUTRITION SERVICES (All Grade Levels)

The district participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. See the campus receptionist for an application.

Students are required to remain seated once their lunch has been secured. In addition, no more than six students are allowed at each table. Glass bottles are prohibited.

Parents may bring lunch to their child but not to other students.

Each student should take part in keeping the cafeteria clean. Students will be required to work together to clear their eating area of all items after they have finished their lunch. Failure to do so may result in disciplinary action.

Students must not take food or drinks from the cafeteria area. Students are not allowed to eat or drink outside of the cafeteria.

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

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"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

Vending Machines (All Grade Levels)

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

PEST MANAGEMENT PLAN (All Grade Levels)

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before 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 want to be notified prior to pesticide application inside their child's school assignment area may contact the Integrated Pest Management Coordinator, 202 E. Belt Line Rd, Cedar Hill Texas, 75104.

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.

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.

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.

MEETINGS OF NON CURRICULUM-RELATED GROUPS (Secondary Grade Levels Only)

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

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

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 AND INVESTIGATIONS

Searches in General (All Grade Levels)

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

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,

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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)

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

Trained Dogs (All Grade Levels)

The district may 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.

Drug Testing (Secondary Grade Levels Only)

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

Vehicles on Campus (Secondary Grade Levels Only)

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

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

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, emergent bilingual students, 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.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

STANDARDIZED TESTING

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 first-year 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.

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.

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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.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

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 assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to 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).

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 Students in Foster Car.]

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A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is 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;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

If a student who is homeless 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. For more information on services for students who are homeless, contact the district's homeless education liaison: Executive Director of Student Services at 972-291-1581.

[See Credit by Examination for Advancement/Acceleration, Course Credit, and Students who are Homeless.]

SUMMER SCHOOL (All Grade Levels)

Courses are offered based on demand and availability. Information regarding location of the school, course offerings, and tuition are available each spring. Summer school is a highly intensified program in which one day equates to almost one week in the long term.

TARDIES (All Grade Levels)

Students are expected to be prompt to class and to be in the classroom before the tardy bell rings. If students are not in class when the tardy bell rings they will be counted tardy. Each campus develops procedures for late arrivals and early dismissals. In addition, each campus may institute procedures to address the tardy policy differently.

Elementary

Students are counted tardy from 8:06 a.m. - 8:34 a.m. Students arriving on campus after 8:34 a.m. will receive a partial day absence.

Secondary

Students are tardy if they arrive in class after the tardy bell. In middle school, they are considered absent if they arrive 10 minutes or more after the tardy bell. In high school, they are considered absent if they arrive 30 minutes or more after the tardy bell.

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*Excessive tardies may result in an alternative placement. Five tardies or more within a 6- month period may result in truancy charges being filed with the juvenile courts. (TEC 25.095)

NOTE: Tardies are cumulative per semester

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

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher.

Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS (All Grade Levels)

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

The superintendent or designee is authorized to investigate and approve transfers between schools.

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 makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling the Director of Transportation at 972-291-1581.

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

- Follow the driver's directions at all times and address the driver in a respectful manner;
- Refrain from use of profane, abusive or discourteous language as well as unnecessary noise;
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home;
- Keep feet, books, instrument cases, and other objects out of the aisle;
- Not eat or drink on a bus nor deface the bus, van, or its equipment;
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van;

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- Not possess or use any form of tobacco, drugs, alcohol or abusable volatile chemicals on school buses;
- Not possess any weapon or other article of injurious or objectionable nature;
- Observe all usual classroom and school rules;
- Refrain from horseplay, pushing, fighting or other disruptive behaviors;
- Be seated while the vehicle is moving and keep all body parts and articles inside of the bus;
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

TRESPASS

If a student fails to behave in an appropriate manner and he/she becomes disruptive he/she may be ordered off the campus. If he/she does not comply, trespass and other criminal charges will be filed. Students are not allowed to be on any other school campuses in the District during the school day or immediately before or after school. A violation of this warning could result in an arrest for criminal trespass. The criminal trespass warning is in accordance with Texas Education Code 30.05.

TUTORIALS

The district recommends tutoring for students who are in one of the three categories:

- Those who have failed an EOC;
- Have failed, or are in jeopardy of failing a course; or
- Have earned below 60 percent on two consecutive exams in the same core area.

If a student has been recommended to attend tutorials, the parent of the student will be notified via mail, email, telephone or in person. In severe or urgent cases an academic intervention plan will be created.

VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

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:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.

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- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

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. It is our policy that parent(s) who wish to visit the classroom give 24-hour notice. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

Visitation by anyone other than a parent or guardian is not permitted during the school day.

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 to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person;
- The person behaves in a manner that is inappropriate for a school setting and 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 policies FNG(LOCAL) or GF(LOCAL).

GUIDELINES FOR VISITORS AT LUNCH

The Cedar Hill Independent School District is proud of our schools and welcomes visitors. In order to protect the security of our students as well as to ensure parents are aware who is eating with their child at lunchtime, the following protocols will be in place:

- All visitors to a campus for lunch must report to the school office, present a government issued photo ID, and sign-in according to campus procedures;
- Any visitor who wishes to eat lunch with a student at a CHISD school will need to meet the following criteria:
 - a) The person must be listed on the students Skyward account in either the "Family" tab or the "Emergency" tab and
 - b) The person must be at least 21 years old, unless accompanied by adult (21 years and older) listed in Skyward in either the "Family" tab or the "Emergency" tab, or
 - c) Receive prior approval from campus administration [24 hours in advance is requested].
- Each visitor to a school campus must wear a visitor name badge provided by the school office in a clearly visible location at all times during the visit;

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- Each visitor must comply with campus instruction and must remain in the area(s) designated for the visit;
- Visitors are requested to wear appropriate attire when visiting District Schools. [See FNCA]
- A visitor who fails to comply with any of these guidelines and/or District policies may be prohibited from visiting the school;
- The visitor should return the visitor name badge to the office before leaving;
- A parent, who wishes to create a more restrictive lunch visitor list other than a) and b) above, must contact campus administration in writing;
- Court orders and protective orders should be brought to the attention of the campus administration.

VOLUNTEERS (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. Keeping the safety and well-being of our students first, state law and district policy require that all Cedar Hill ISD volunteers (students between age 13-17 and District Employees are exempt) complete the district's volunteer application, which includes a Criminal Background Check. Applications and background checks expire on June 30 and must be renewed each school year.

All volunteers must be approved through cedarhillisd.voly.org in order to volunteer in CHISD.

Once a Voly account has been created, you will be asked to complete your preferred volunteer application and check the option to submit for a background check through JDP.

Approval time is normally 1 to 5 business days, pending there are no flags in the applicant's background. In some cases, the background check is approved immediately.

If the account is flagged for any reason, the approval of your account could take up to 2 weeks. If you have any questions, please email face@chisd.net.

All volunteers must use their legal name (including middle), date of birth, and address but social security numbers are not required. Any error when entering information will prolong the approval process.

You are encouraged to select the school(s) you wish to volunteer for during the application process in order to receive specific volunteer opportunities and be shown as a regular volunteer.

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 can do so by coming to the Lacy Enrollment Center, specifying the reasons for withdrawal and the final day the student will be in attendance.

Withdrawal form is available online. 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 district at least three days' notice of withdrawal so that records and documents may be prepared.

GLOSSARY

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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 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 stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is 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.

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 years of age 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.

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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 help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist 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. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for 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; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and 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.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students 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 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

State law requires that the district's policy on bullying be distributed in its Student Handbook(s). The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Board Policy FFI](#). Below is the text of *Cedar Hill 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 11/13/2017