

Student/Parent Handbook



2024-2025

If you have any difficulty accessing this Student Handbook, please contact Student Services at 972-968-6500, 1820 Pearl St. Bldg. A, Carrollton, TX 75006.

Table of Contents

Preface.....	1
Parental Notifications.....	2
ACADEMIC PROGRAMS PARENTAL RIGHTS.....	2
ACKNOWLEDGMENT OF ELECTRONIC DISTRIBUTION.....	2
ADDRESSING PARENT /STUDENT CONCERNS.....	2
BULLYING.....	2
DATING VIOLENCE.....	4
DISCRIMINATION.....	4
HARASSMENT.....	4
SEXUAL HARASSMENT AND GENDER-BASED HARASSMENT.....	4
HAZING.....	5
RETALIATION.....	5
REPORTING PROCEDURES.....	6
INVESTIGATION OF REPORT.....	6
CONSENT TO CONDUCT A PSYCHOLOGICAL EVALUATION.....	6
CONSENT TO PROVIDE A MENTAL HEALTH CARE SERVICE.....	6
SUPPORT SERVICES FOR MENTAL HEALTH.....	10
POLICIES THAT PROMOTE STUDENT PHYSICAL AND MENTAL HEALTH.....	10
DUTY TO REPORT.....	10
Conduct.....	11
APPLICABILITY OF SCHOOL RULES.....	11
ASSEMBLIES.....	11
BUSES AND OTHER SCHOOL VEHICLES.....	11
CAMPUS BEHAVIOR COORDINATOR.....	12
CONDUCT BEFORE AND AFTER SCHOOL.....	12
DISRUPTIONS OF SCHOOL OPERATIONS.....	12
DISTRICT STAFF AUTHORITY/RESPONSIBILITY.....	12
SOCIAL EVENTS.....	13
Student Records & Special Programs.....	14
AUTHORIZED INSPECTION AND USE OF STUDENT RECORDS.....	14
ACCESS TO STUDENT RECORDS.....	15
SPECIAL EDUCATION RECORDS.....	16
STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION SERVICES.....	16
SPECIAL EDUCATION REFERRALS.....	16
Contact Person for Special Education Referrals.....	17
CHILD FIND.....	18
STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME.....	19
SERVICE/ASSISTANCE ANIMAL USE BY STUDENTS.....	19
NON-DISCRIMINATION NOTICE.....	19
SPECIAL EDUCATION COMPLIANCE.....	20
SECTION 504.....	20
EMERGENT BILINGUAL STUDENTS.....	21
NOTIFICATION TO PARENTS OF INTERVENTION STRATEGIES FOR LEARNING DIFFICULTIES PROVIDED TO STUDENTS IN GENERAL EDUCATION.....	21
TITLE I AND HOMELESS OR TEMPORARY HOUSING.....	21
STUDENTS IN THE CONSERVATORSHIP OF THE STATE (FOSTER CARE).....	22
VIDEO AND AUDIO RECORDINGS, NEWS MEDIA COVERAGE.....	22
Parent & Student Information.....	24
ACCOUNTABILITY UNDER STATE AND FEDERAL LAW.....	24
COLLEGE AND UNIVERSITY ADMISSIONS.....	24
COLLEGE CREDIT COURSES.....	25
SCHOLARSHIPS AND GRANTS.....	25
FINANCIAL AID APPLICATION REQUIREMENT.....	25

COMMUNICATIONS	26
Parent Review of Instructional Materials	26
District Review of Instructional Materials	26
Automated Emergency Communications	26
Automated Nonemergency Communications	26
COUNSELING.....	26
DISTANCE LEARNING	27
DISTRIBUTION OF MATERIALS/SCHOOL MATERIALS	27
ELECTRONIC COMMUNICATIONS WITH STUDENTS BY DISTRICT EMPLOYEES	27
EXTRACURRICULAR ACTIVITIES.....	28
FEES	28
FIELD TRIPS	29
FUNDRAISING.....	29
GANG-FREE ZONES.....	29
GRADING & PROMOTION.....	29
ELEMENTARY AND MIDDLE SCHOOL.....	30
HIGH SCHOOL.....	30
HONOR ROLL.....	30
PARENT INVOLVEMENT, RESPONSIBILITIES, RIGHTS.....	30
PARENT /TEACHER CONFERENCES.....	31
PROFESSIONAL QUALIFICATIONS OF TEACHERS AND STAFF.....	31
SPECIAL PROGRAMS	32
STATE-REQUIRED TESTING GRADES 3-8.....	32
FAILURE TO PERFORM SATISFACTORILY ON STAAR READING OR MATH.....	32
STANDARDIZED TESTING FOR A STUDENT ENROLLED ABOVE GRADE LEVEL	33
STANDARDIZED TESTING FOR A STUDENT IN SPECIAL PROGRAMS	33
OPTING OUT OF ADVANCED MATHEMATICS IN GRADES 6-8.....	33
GRADES 9-12.....	33
REQUESTING ADMINISTRATION OF STAAR/EOC IN PAPER FORMAT.....	34
STANDARDIZED TESTING FOR A STUDENT IN SPECIAL PROGRAMS	34
FAILURE TO PERFORM SATISFACTORILY ON A STAAR OR EOC ASSESSMENT	34
SAT/ACT (SCHOLASTIC APTITUDE TEST AND AMERICAN COLLEGE TEST).....	34
TSI (TEXAS SUCCESS INITIATIVE) ASSESSMENT.....	34
CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION – IF A STUDENT HAS NOT TAKEN THE COURSE/SUBJECT.....	35
REPEATING A HIGH-SCHOOL COURSE	35
PERSONAL GRADUATION PLANS (PGP).....	35
PHYSICAL AND MENTAL HEALTH	36
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS	36
Replacement Costs for Damage or Loss of School Property	36
TOBACCO AND E-CIGARETTES PROHIBITED	37
TUTORING OR TEST PREPARATION	37
VENDING MACHINES	37
Admissions/Withdrawals	38
ENROLLMENT PROCEDURES	38
BOUNDARIES AND ATTENDANCE ZONES.....	38
RESIDENCY REQUIREMENTS	38
IMMUNIZATION REQUIREMENTS	38
STUDENTS ENROLLING FROM OUT OF THE UNITED STATES	39
Transfer of Students	40
IN DISTRICT TRANSFERS.....	40
OPEN ENROLLMENT.....	40
IN SCHOOL TRANSFERS.....	40
SAFETY	40
WITHDRAWAL OF STUDENTS FROM SCHOOL.....	40
Compulsory Attendance.....	42

ATTENDANCE/CREDIT	42
PREKINDERGARTEN AND KINDERGARTEN	42
AGES 6 - 18.....	42
AGE 19 AND OLDER.....	42
COMPULSORY ATTENDANCE EXEMPTIONS.....	42
CHILDREN OF MILITARY FAMILIES.....	42
OTHER EXEMPTIONS	43
Compulsory Attendance - Failure to Comply.....	44
STUDENTS WITH DISABILITIES	44
AGES 6 - 18.....	44
AGE 19 AND OLDER.....	44
ATTENDANCE FOR CREDIT OR FINAL GRADE.....	44
OFFICIAL ATTENDANCE-TAKING TIME.....	45
TARDIES.....	45
DOCUMENTATION AFTER AN ABSENCE.....	45
DOCTOR'S NOTE AFTER AN ABSENCE FOR ILLNESS	46
CERTIFICATION OF ABSENCE DUE TO SEVERE ILLNESS OR TREATMENT.....	46
COMPULSORY ATTENDANCE WARNING.....	46
PARENTS COMPULSORY ATTENDANCE WARNING NOTICE.....	46
DRIVER'S LICENSE ATTENDANCE VERIFICATION.....	47
TEXAS DRIVING WITH DISABILITY PROGRAM.....	47
Electronic Devices and Technology Resources	48
POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES, INCLUDING MOBILE PHONES	48
POSSESSION AND USE OF OTHER PERSONAL ELECTRONIC DEVICES.....	48
ACCEPTABLE USE OF TECHNOLOGY RESOURCES.....	48
RESPONSIBLE USE	49
INAPPROPRIATE USE	49
CYBERBULLYING	50
CHILDREN'S INTERNET PROTECTION ACT (CIPA).....	50
CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)	51
DISCLAIMERS/INDEMNIFICATION	51
ACKNOWLEDGMENT OF POLICY.....	51
TERM.....	51
STUDENT AGREEMENT.....	51
PARENT AGREEMENT	51
CFBISD Dress Code 2024-25.....	52
Miscellaneous Information	53
INSURANCE.....	53
LOST AND FOUND ITEMS.....	53
LEAVING SCHOOL DURING THE DAY.....	53
AT ANY OTHER TIME DURING THE SCHOOL DAY.....	53
MAKEUP WORK REQUIREMENTS	54
MAKEUP WORK.....	54
• DAEP	54
• IN-SCHOOL SUSPENSION (ISS) AND OUT-OF-SCHOOL SUSPENSION (OSS).....	54
MESSAGES TO STUDENTS.....	54
MODES OF TRANSPORTATION	55
MONEY AT SCHOOL	55
PARTICIPATION IN THIRD-PARTY SURVEYS.....	55
“OPTING OUT” OF PARTICIPATION IN OTHER TYPES OF SURVEYS OR SCREENINGS AND THE DISCLOSURE OF PERSONAL INFORMATION	55
PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE	56
PRAYER	56
RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE	56
RELIGIOUS OR MORAL BELIEFS.....	56
POSTERS, PUBLICITY, PUBLICATIONS	56

SCHEDULE CHANGES.....	56
SCHOOL BOARD MEETINGS/AGENDAS	57
SCHOOL HOURS.....	57
EMERGENCY SCHOOL-CLOSING INFORMATION	57
SCHOOL DISTRICT ORGANIZATION.....	58
Student Nutrition Program.....	59
MEAL PRICES AND DEBIT ACCOUNTS (WHEN WE RETURN TO NORMAL OPERATIONS)	59
MEAL BENEFITS.....	59
STUDENT MEAL OFFERINGS	59
CHARGING	60
FOOD PROVIDED BY PARENTS AND OTHER FOOD SALES.....	60
SPECIAL DIETS.....	60
NATIONAL LUNCH PROGRAM.....	60
Use of School Facilities	62
VISITORS AT SCHOOL.....	62
VOLUNTEERS.....	62
Student Safety.....	63
CHILD SEXUAL ABUSE.....	63
CHILD TRAFFICKING	63
CRIME STOPPERS.....	64
DRILLS & LOCKDOWNS	64
IDENTIFICATION BADGES.....	65
LOCKERS, DESKS, & SCHOOL PROPERTY	65
METAL DETECTORS.....	65
PHYSICAL RESTRAINT	65
PORTABLE BREATH TESTERS	65
SCHOOL RESOURCE OFFICERS	66
SEARCHES	66
TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES	66
USE OF CANINES/TRAINED DOGS	66
STUDENT SAFETY PROCEDURES.....	66
Law Enforcement.....	68
QUESTIONING OF STUDENTS.....	68
STUDENTS TAKEN INTO CUSTODY	68
NOTIFICATION OF LAW VIOLATIONS	68
VANDALISM.....	69
VEHICLES ON CAMPUS.....	69
VIDEO MONITORING OF STUDENTS.....	69
THREAT ASSESSMENT AND SAFE AND SUPPORTIVE SCHOOL TEAM.....	69
Health Information	70
ADMINISTERING MEDICINES.....	70
DEFINITION.....	71
BY VOLUNTEER PROFESSIONALS	71
STORAGE OF MEDICINES	71
EMERGENCY MEDICINES.....	71
EMERGENCY MEDICAL TREATMENT AND INFORMATION	71
PREPAREDNESS TRAINING: CPR AND STOP THE BLEED	72
STOCK ALBUTEROL, STOCK EPINEPHRINE AND STOCK NALOXONE (NARCAN).....	72
CIVIL LIABILITY IMMUNITY	72
ALLERGIES	72
PARENT STATEMENT OF FOOD ALLERGIES	72
ASTHMA AND SEVERE ALLERGIC REACTIONS.....	72
STUDENT ILLNESS.....	73
ASBESTOS INFORMATION	73
BACTERIAL MENINGITIS.....	73
WHAT MENINGITIS IS.....	73
SYMPTOMS OF MENINGITIS	73

SERIOUSNESS OF BACTERIAL MENINGITIS	74
THE WAY BACTERIAL MENINGITIS IS SPREAD	74
PREVENTION OF BACTERIAL MENINGITIS	74
Vaccination.....	74
Healthy Habits	74
RISK FOR BACTERIAL MENINGITIS	74
WHAT TO DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS	74
DIABETES.....	75
HEAD LICE	75
MEDICAID.....	75
MERCURY	75
MRSA (METHICILLIN-RESISTANT STAPHYLOCOCCUS AUREUS).....	75
OTHER PRECAUTIONS.....	76
OPTING OUT OF HUMAN SEXUALITY INSTRUCTION.....	76
OUT-OF-STATE ORDERS/PRESCRIPTIONS	76
PEST MANAGEMENT.....	76
PHYSICAL EDUCATION.....	77
PHYSICAL ACTIVITY FOR STUDENTS IN ELEMENTARY AND MIDDLE SCHOOL.....	77
PHYSICAL EXAMINATIONS/HEALTH SCREENINGS.....	77
SPINAL SCREENING PROGRAM	77
PHYSICAL FITNESS ASSESSMENT	78
SCHOOL HEALTH ADVISORY COUNCIL (SHAC).....	78
STEROIDS.....	78
SURGERY.....	78
TELEHEALTH.....	78
VISION, HEARING, ACANTHOSIS NIGRICANS & PROCEDURES.....	78
Explanation of Directory Information Form	79
DIRECTORY INFORMATION.....	79
RELEASE OF DIRECTORY INFORMATION FOR SCHOOL-SPONSORED PURPOSES ONLY	79
EXPLANATION OF DIRECTORY INFORMATION FORM.....	79
INSTRUCTIONS FOR FILLING OUT THE “DIRECTORY INFORMATION” FORM.....	80
VIDEO AND AUDIO RECORDINGS, NEWS MEDIA COVERAGE	80
DIRECTORY INFORMATION FORM FOR PARENTS/GUARDIANS OR ELIGIBLE STUDENTS (18 YEARS OF AGE OR OLDER).....	80
Do Not Release Directory Information to Third Parties	80
Do Not Release Directory Information for School-Sponsored Purposes.....	80
Secondary Students Only	81
Acknowledgment.....	81
GLOSSARY.....	82
Appendix A.....	85
2024 – 2025 Contact List of Campus Administrators.....	85
Appendix B.....	87
Bullying Complaint Process.....	87
Appendix C.....	88
Student Cell Phone Guidelines for Schools	88
Appendix D	90
District-Wide Guidelines for Extracurricular Students.....	90
Appendix E.....	95
Carrollton-Farmers Branch ISD Extracurricular Activity Acknowledgment and Agreement Form	95
Appendix F	96
COMPULSORY ATTENDANCE.....	96
PARENTS COMPULSORY ATTENDANCE WARNING NOTICE.....	96

Preface

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

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

Please be aware that the Student Handbook is updated annually; policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed Board policy changes by attending board meetings and reviewing communications channels explaining current 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 or modifications will be provided as is reasonably practical.

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

If you or your child has questions about any of the material in this Student Handbook, please contact a teacher, the school counselor, the principal, or Student Services.

References to policy codes are included so that parents can refer to Board policy. The district's official policy manual is available for review in the district administration office and an unofficial electronic copy is available online. ([Board policy](#))

The complete Student Handbook is on the district's website at Student Documents for 24/7 access and is available in hard copy upon request.

Note: The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact:

The Department of Student Services
1820 Pearl Street, Bldg. A
Carrollton, TX 75006
972-268-6500

Parental Notifications

ACADEMIC PROGRAMS PARENTAL RIGHTS

A parent is entitled to reasonable access to the school administrator to request a change in the class or teacher to which the parent's child has been assigned if their assignment or change would not affect the assignment or the reassignment of another student, class loads, or prerequisites.

ACKNOWLEDGMENT OF ELECTRONIC DISTRIBUTION

The Student/Parent Handbook and Student Code of Conduct contain information that a student and/or parent must be aware of for the 2024-2025 school year. All students will be held accountable for the information outlined in the Student/Parent Handbook and Student Code of Conduct. Any questions regarding the Student Handbook or the Student Code of Conduct should be directed to the school principal. The district provides the Student/Parent Handbook and the Student Code of Conduct electronically on the district's website for student and/or parent access at [Student Documents](#), or the option to receive a paper copy if requested.

ADDRESSING PARENT / STUDENT CONCERNS

Student or parent concerns can usually be addressed informally by a telephone call or a conference with the teacher and/or the principal. If a concern is not resolved, the parents or students should request from the school principal the specific procedures that relate to the question or problem. Depending on the nature of the issue or concern, Board policies provide a procedure that parents may utilize to pursue their concern further. Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL).

BULLYING

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 occurs when there is 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 occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district. The district's board of trustees or the board's designee determines that the behavior is bullying if it:

- 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 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 is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including the following: a cellular or another type of telephone, computer, camera, electronic mail, instant messaging, text messaging, social media applications, internet websites, and any other internet-based communication tools.

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
- 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 behaviors plays in promoting a safe school community

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. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention.

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

- [Notification of Parent and Student Rights Form](#)
- [Student Complaint Form](#)

The administration will investigate any allegations of bullying and/or other related misconduct. If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as offered to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom on the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. [Transportation is not provided for a transfer to another campus.] The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

A copy of the district's policy and procedures related to reporting allegations of bullying are available in the principal's office and on the district's website. Bullying forms may be found by accessing these links:

- [Bullying Forms](#)

A student may anonymously report an alleged incident of bullying at this link:

- [Anonymous Tip Line](#)

A parent may request the transfer of his or her child to attend a safe public school in the district if his or her child attends a school at a campus identified by TEA as persistently dangerous or if his or her child has been a victim of a violent criminal offense while at school or on school grounds. [FDE(Local)]

DATING VIOLENCE

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

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

A flyer from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help. For more information on dating violence, check CDC's Preventing Teen Dating Violence web pages:

- <https://www2.ed.gov/about/offices/list/oese/oshs/teendatingviolence-factsheet.html>
- <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>
- <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/index.html>

DISCRIMINATION

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

HARASSMENT

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

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

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

SEXUAL HARASSMENT AND GENDER-BASED HARASSMENT

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

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include but 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.

HAZING

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

Examples of hazing include:

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

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

RETALIATION

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

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

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

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

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 Board policies FFH (LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

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

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

INVESTIGATION OF REPORT

To the greatest 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 the law. Allegations of prohibited conduct, which include bullying, dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

Suppose law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation. In that case, the district will resume the 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 that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district's investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

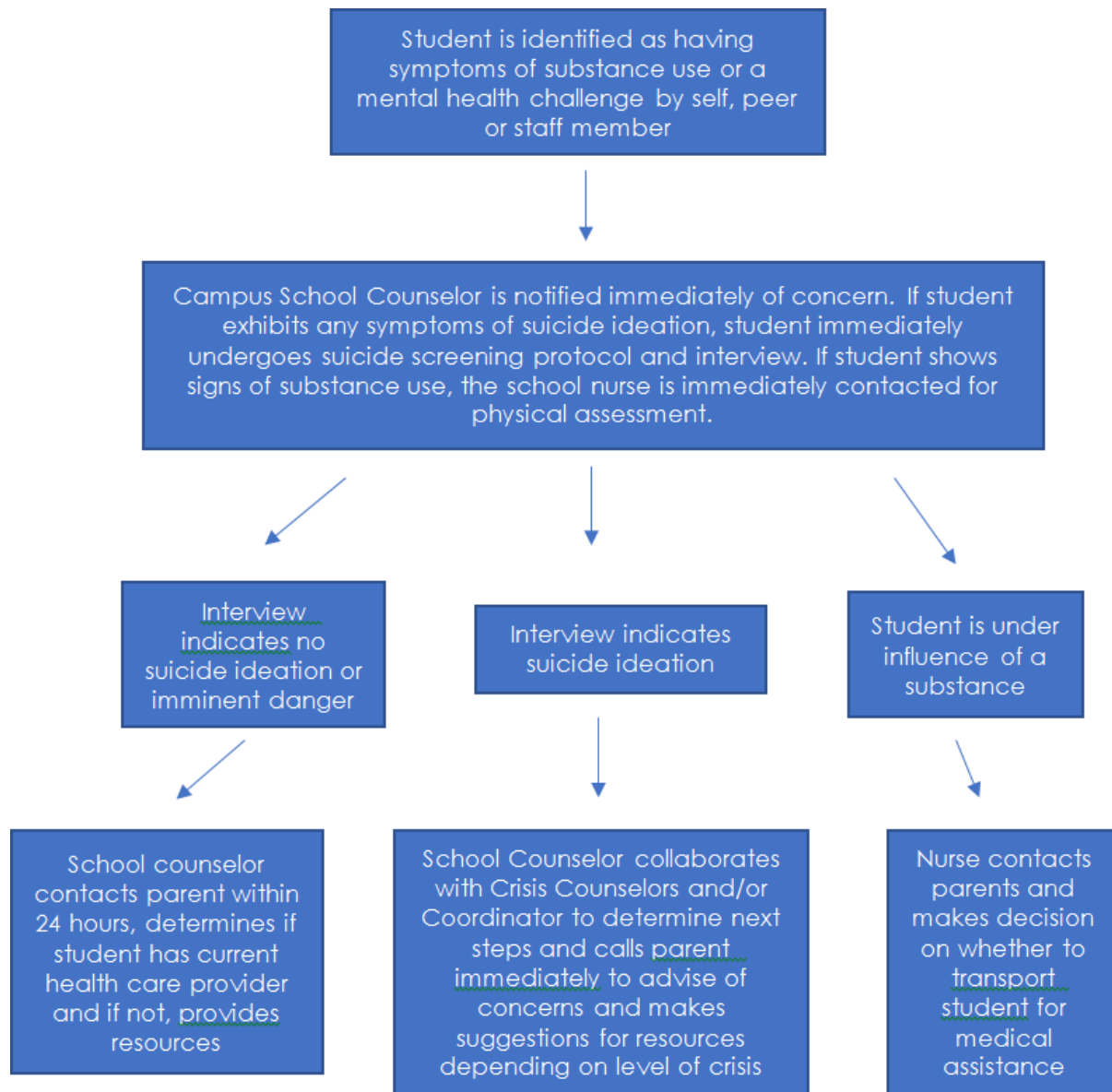
CONSENT TO PROVIDE A MENTAL HEALTH CARE SERVICE

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 at risk of suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options and possible interventions.

Mental Health Procedures and Early Interventions: The district staff plays an important role in identifying early warning signs of any potential emerging mental health conditions regarding our students. When the staff notices that

a student is struggling, the campus-certified school counselor is contacted, meets with the student to assess concerns, and communicates with parents or guardians to offer opportunities for support. The following process is in place to ensure that students with early warning signs of substance abuse or mental health concerns, including a crisis such as suicide ideation, receive support, parental notification, and community mental health referrals.



All school counselors have lists of local and national mental health resources that they can share with families.

- District Crisis Counselors: The District Crisis Counselors support all campuses. When a student encounters a mental health crisis, one of the crisis counselors works with the family to obtain immediate crisis support from the community. Both Dallas and Denton counties provide mobile crisis units in which mental health professionals assess students the same day at home or school.
- Counseling Connections Center: The district offers brief solution-focused counseling for all students and families at no cost. Appointments are available at the Educational Services Center on Tuesday and Thursday evenings by calling 972-968-6620.
- Virtual Counseling: The district partners with Children's Medical to offer virtual counseling services for all CFBISD campuses with a bilingual Licensed Professional Counselor. This is offered at no cost to families due to a generous grant from the Metrocrest Hospital Authority.

Technology crisis apps:

- Anonymous Alerts allow students, families, or community members to report concerns anonymously to CFB administrators, allowing immediate response. Alerts fall into categories such as bullying, cyberbullying, theft or vandalism, self-harm, threats, drug or alcohol use, harassment, and depression.
- The Gaggle Safety Network is a tool that screens students' documents and emails written on district Google accounts for words and phrases indicating that a student may be at risk. In response, the crisis team contacts parents to ensure the safety of the student and to provide community resources as needed.

Transition Planning:

Students who have been hospitalized or in residential treatment, are supported upon return to campus with a transition planning team made up of the school counselor, crisis counselor, administrator, and other staff members providing academic support for the student. The transition plan includes a review of any academic or psychological assessments during treatment, any grades received, and medical and behavioral recommendations from the facility. After reviewing all the documents, the team determines whether there is a need to refer the student for 504 or Special Education services.

Curriculum: Students receive annual guidance lessons in the following areas:

1. Secondary students:
 - Suicide Prevention
 - Dating Violence/Sexual Harassment
 - Sexting
 - Personal Space and Safety
 - Substance Abuse
 - Bullying/Cyberbullying
2. Elementary students:
 - Substance abuse
 - Bullying/Cyberbullying
 - Personal Space and Safety

Building Skills to Manage Emotions, Establish and Maintain Positive Relationships, and Engage in Responsible Decision Making: The district utilizes an evidence-based social-emotional learning program

designed to build a foundation for safe and positive learning and enhance students' ability to succeed in school, careers, and life.

- Sanford Harmony (Elementary): The program provides character-building units including diversity and inclusion, empathy and critical thinking, communication, problem-solving, and peer relationships.
- Second Step (Middle): The program provides lessons on goal setting, recognizing bullying, thoughts, emotions, decisions, and managing conflict
- Character Strong (Secondary): The program provides lessons on self-awareness, self-management, relationship skills, and decision-making EST (Elementary and Secondary): The program facilitates student skill development within the domain of building safe and healthy relationships

Substance Abuse Prevention and Intervention: Substance abuse prevention is covered in multiple ways including the following:

- Two Licensed Chemical Dependency Counselors provide prevention and responsive services
- Health curriculum at all levels
- Red Ribbon Week

Suicide Prevention, Intervention, and Postvention (intervention following a suicide in the community): The district provides a comprehensive protocol for suicide prevention, intervention, and postvention as part of responsive services including the following components:

- Annual suicide prevention training for all staff members
- Interview with appropriate grade-level research-based questions for any student with thoughts of suicide
- Safety Plan of Action
- Consultation with parent/guardian
- Resource referral including immediate clinical assessment by a community mental health professional if needed
- Crisis Team Support for any campus encountering a community suicide
- Follow up

Grief, trauma, and trauma-informed care: The district has partnered with Texas School Procedures to train all staff members on evidence-based strategies to identify and respond to trauma while creating a classroom environment of respect and acceptance. Components of training include:

- Understanding our Own Trauma
- How our Body Responds to Trauma
- Trauma and Variables for Students
- Trauma Informed/Responsive School Practices
- Trauma Responsive Teacher Practices
- Self-Care

Positive Action Center Specialist (Restorative Specialist): The district is implementing a restorative practice approach, which strengthens students' connection to each other and staff through both preventative and restorative practices. The goal of restorative practices is to develop community and manage conflict and tensions by building empathy, repairing harm, and creating positive relationships through communication facilitated by trained professionals. Restorative practices are paired with the district's social-emotional learning program to teach self-regulation and to build emotional knowledge and social skills. The district has also established procedures for staff to notify the mental health liaison/appropriate administrator regarding a student who may need intervention.

The Director of Mental Health and Behavior Services, Jocelyn 'Lyn' Torres, can be reached at 972-968-6559 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

SUPPORT SERVICES FOR MENTAL HEALTH

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

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

Note: 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 the 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 Board policy FFEB for more information.]

POLICIES THAT PROMOTE STUDENT PHYSICAL AND MENTAL HEALTH

The district has adopted board policies that promote student physical and mental health. Local policies on the following topics can be found in the district's policy manual, available at <https://www.cfbisd.edu/about-us/district-policies>: food and nutrition management – CO, COA, COB; wellness and health services – FFA; physical examinations – FFAA; immunizations – FFAB; medical treatment – FFAC; communicable diseases – FFAD; school-based health centers – FFAE; care plans – FFAF; crisis intervention – FFB; trauma-informed care – FFBA; student support services FFC; student safety – FFF; child abuse and neglect – FFG; freedom from discrimination, harassment, and retaliation – FFH; freedom from bullying – FFI.

DUTY TO REPORT

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

Conduct

APPLICABILITY OF SCHOOL RULES

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior on and off campus, during in-person or remote (in the event of a district uncontrollable emergency) instruction, and on district vehicles. The Code of Conduct also outlines consequences for violating these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for summer instruction.

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who is tardy or who engages in inappropriate conduct during an assembly will be subject to disciplinary action.

BUSES AND OTHER SCHOOL VEHICLES

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop and on an approved route.

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

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

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

CAMPUS BEHAVIOR COORDINATOR

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.cfbisd.edu. You will also find a list of all campus-level administrators in Appendix A.

CONDUCT BEFORE AND AFTER SCHOOL

Teachers and administrators have full authority over student conduct before or after school on district premises and at school-sponsored events on or off district premises, including but not limited to play rehearsal, club meetings, athletic practices or events, special study groups, and/or tutorials. Students are subject to the same consequences established by the Student Code of Conduct or any stricter Code of Conduct for participants established by the sponsors for extracurricular activities.

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

DISRUPTIONS OF SCHOOL OPERATIONS

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

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

DISTRICT STAFF AUTHORITY/RESPONSIBILITY

The principal is the chief executive officer of the campus and has control over all buildings, departments, scheduling of all school functions, and personnel involved. The principal shall have the authority and responsibility for:

- supervision, discipline, pupil accounting, and school records;
- enforcement of school rules, School Board policies, and regulations of the school district's central administration; and
- delegation of many of these responsibilities to the appropriate campus administrator

All district officials, including teachers, have the authority and responsibility to maintain discipline and order. Refusal by a student/parent to follow the directions of any district official will be considered insubordination and will result in corrective action.

Teachers are the authority in the classroom setting. They are responsible for carrying out the instructional program and for maintaining an atmosphere of learning. Both teachers and students have rights and responsibilities in the teaching-learning process.

SOCIAL EVENTS

School rules apply to all school social events. Guests who are invited by students attending these events are expected to observe the same rules as students of CFBISD. A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Student Records & Special Programs

A parent may review his or her student's records. These records include:

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

AUTHORIZED INSPECTION AND USE OF STUDENT RECORDS

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an "eligible" student is age 18 or older or who is attending an institution of postsecondary education.

A student's school records are confidential and both FERPA and state laws safeguard these records from unauthorized inspections or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or a student, requesting the information.

Virtually all records about student performance, including grades, test results, and disciplinary records are considered confidential educational records. Inspection and release of student records is primarily restricted to an eligible student, or student's parents (whether married, separated, or divorced - unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records). Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or District medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorize 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, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To grant individuals or entities access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, 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.

ACCESS TO STUDENT RECORDS

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

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

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

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

A parent or eligible student may inspect and review the student's records within 45 days after the school receives the request for access.

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

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL).]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at www.cfbisd.edu.

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 that are shared only with a substitute teacher—do not have to be made available to the parent or student.

A parent's rights regarding access to student records are not affected by the parent's marital status.

You may contact the Records Management Officer for records of currently enrolled students, withdrawn, or graduated at 972-968-6211.

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the district's website www.cfbisd.edu.

A parent or eligible student may file a complaint with the U.S. Department of Education concerning failures by the school to comply with the FERPA requirements. For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

SPECIAL EDUCATION RECORDS

It is the responsibility of the Admission, Review, and Dismissal (ARD) Committee at each school to make and document decisions concerning the educational program of students referred for consideration for special education services. If a parent or student audio records the meeting, the school will also record the meeting. Videotaping of ARD meetings will not be allowed.

Parents of students with disabilities who have been provided special education services by the district may obtain copies of special education records at the Marie Huie Special Education Center. Original records will be maintained for three years after a student has been dismissed from Special Education Services. After that time, records will be copied and maintained electronically. Parents may still request records once the retention period established by law has expired.

STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION SERVICES

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

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

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

Note: The Special Education Department is now called Special Services.

SPECIAL EDUCATION REFERRALS

If a parent makes a written request for an initial evaluation for special education services to the director of special 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](https://jw.escapps.net/Display_Portal/publications) (https://jw.escapps.net/Display_Portal/publications). 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, the district 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* (https://fv.escapps.net/Display_Portal/publications).

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:

Sara E Roland
Assistant Superintendent of Special
Services 1820 Pearl St. Bldg. C
Carrollton, TX 75006
rolands@cfbisd.edu

If a student is experiencing learning difficulties, the parent may contact the Assistant Superintendent of Special Services to learn about the school's overall general education referral or screening system for support services. Each campus offers a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other 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 the district to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. If a parent makes a written request to the district's Assistant Superintendent of Special Services or to a district administrative employee for an initial evaluation for Special Education services, the school must, not later than the 15th school day after the date the school receives the request, give the parent:

1. Prior written notice of its proposal to evaluate the student;
2. A copy of the notice of procedural safeguards;
3. The opportunity to give written consent for the evaluation; or
4. Prior written notice of refusal to evaluate the student.

If the school decides to evaluate the student, the school must complete the initial evaluation and the resulting report no later than 45 school days from the day the school receives a parent's written consent to evaluate the student. If the student is absent from school during the evaluation period for three or more school days, the evaluation period must 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 school receives a parent's consent for the initial valuation at least 35 school days, but less than 45 school days, before the last instructional day of the school year, the school must complete the written report and provide a copy of the report to the parent by June 30th of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies.

Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completion, the school must give the parent a copy of the evaluation report at no cost.

A quest 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.

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. The designated person to contact regarding options for an evaluation or information for special education services is Sara Roland, Assistant Superintendent of Special Services at 972-968-5800, rolands@cfbisd.edu, 1820 Pearl St. Bldg. C, Carrollton, TX 75006. Any person with questions regarding options for Section 504 services or concerns regarding discrimination on the basis of disability should contact Sara Roland, ADA/504 Coordinator at 972- 968-5800, rolands@cfbisd.edu, 1820 Pearl St. Bldg. C, Carrollton, TX 75006. The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

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

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee Natesha Moore at 972-968-5800.

Note: The district provides assistance to students, other than those already enrolled in a special education program, who are experiencing learning difficulties through the use of intervention strategies.

CHILD FIND

Child Find is a school district's system for identifying, locating, and evaluating individuals with disabilities (birth through 21 years of age) who reside in its jurisdiction and who may need special education and related services.

What does "child with a disability" mean?

The term "child with a disability" means a child with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services (34 CFR§ 300.8).

What do I do if I know of an infant, child, or adolescent who does not learn easily?

All individuals develop at their own pace but some have more difficulty than others. Early identification and intervention can prevent failure and frustration. Special attention to teaching and learning strategies may help individuals overcome barriers to learning. Often these strategies can be provided through general education programs. The Child Find Framework of the Legal Framework for the Child-Centered Process (www.esc18.net) provides additional information and outlines mandates.

Under the No Child Left Behind Act (NCLB), 2001, each LEA must have a district improvement plan developed to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards. The district improvement plan must include strategies for improvement of student performance such as instructional methods designed based on the needs of student groups not achieving; processes for addressing the needs of children in special programs; integration of technology in instructional and administrative programs; positive behavior supports; staff development for educators; and accelerated instruction.

What happens if the student continues to struggle even with these general education supports?

The parent(s) or legal guardian will be contacted by the local school district. The child may be referred for a full individual evaluation (FIE) to help determine eligibility for special education and related services.

Parents/guardians and the school will decide if an evaluation is needed. The same group may develop an evaluation plan designed to assess areas of concern. If appropriate, an evaluation will be conducted by qualified school district/agency personnel. The parents and evaluation personnel will have a meeting to talk about evaluation results and eligibility for special education and related services.

Who can begin the Child Find process?

Anyone can start the process: a parent/guardian, doctor, teacher, relative, or friend can call their local school district Child Find. If you are concerned about a child's learning, contact your local school campus, district, or charter school.

What services may be available through special education?

Each child's need(s) will be addressed on an individualized basis by a team consisting of a public agency representative, parent(s) or guardian(s), a person who can interpret evaluation, teacher(s), and the student (if appropriate). The team will review evaluation information, discuss eligibility, identify the area(s) of need for specialized instruction, including related services (such as occupational therapy, physical therapy, or counseling), and develop a plan to fit the needs of the child.

How much do services cost?

All services provided by Local Education Agencies (school districts and charter schools) through IDEA 2004 (Part B) Special Education and Related Services (Part B) are at no cost to the individual or parents.

Who do I contact?

If you are concerned about a child's learning, contact your local school campus, district, or charter school. The Child Find contact for Carrollton-Farmers Branch ISD is Natesha Moore, mooren@cfbisd.edu, 972-968-5800.

STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to other children in the household. [See policy FDB (Local)].

SERVICE/ASSISTANCE ANIMAL USE BY STUDENTS

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

NON-DISCRIMINATION NOTICE

The Carrollton-Farmers Branch ISD does not discriminate based on race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education or access to the benefits of education services, activities, programs, including vocational programs, CTE programs. The district provides equal access to the Scouts and other designated youth groups. The Director of Student Services or designee has been designated to coordinate compliance with these requirements. .

Other federal laws that prohibit discrimination include Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973 as amended; the Age Discrimination Act of 1975 as amended; the Boy Scouts Act, and Title The district will take steps to assure that the lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

The district has implemented procedures and policies that relate to Title IX Compliance. Section 901(a) of Title IX of the Education Amendments of 1972 provides: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational programs or activities receiving federal financial assistance.

The requirement not to discriminate extends to admission and employment. Information is available through Student Services, or by contacting the Title IX Coordinator, the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment - Assistant Superintendent Dr. Lance Hamlin, 972-968-6500, hamlinl@cfbisd.edu, 1820 Pearl St., Building A, Carrollton, Texas 75006.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond following the process described at FFH(LOCAL). For information about your rights or grievance procedures, contact the Title IX Coordinator.

SPECIAL EDUCATION COMPLIANCE

Carrollton-Farmers Branch ISD assumes responsibility for establishing and implementing policies and procedures that are outlined in Title 34 Code of Federal Regulations (34CFR), Texas Administrative Code (TAC), and Texas Education Code (TEC) to provide services for students identified with a disability. Contact the Assistant Superintendent of Special Services Sara Roland or one of the Directors of Special Services – Kelly Burke, Monica Johnson, Brenda Weintraub, or Natesha Moore at the Educational Services Division Complex (Marie Huie) at 1820 Pearl Street, Building C, Carrollton, TX 75006 or telephone 972- 968-5800, for detailed information, questions, and/or concerns.

SECTION 504

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

A “student with a disability” has, or who has a record of having, or who is regarded as having a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working; (this list is not exhaustive) and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. A student with a disability is “qualified” if he or she is between the ages of three and 21, inclusive. [Board policy FB(Legal)] Contact your child’s counselor or the Assistant Superintendent of Special Services (ADA/Section 504 Director), Brenda Weintraub at 972-968-5800 for detailed information, questions, or concerns.

No qualified student with a disability will be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district service, program, or activity because of a disability. [42 U.S.C. 12132; 29 U.S.C. 794; 34CFR104.4(a)]

CFB has standards and procedures in place for the evaluation and placement of students in the district’s Section 504 program. A parent may request an evaluation for Section 504 services at any time. The district has implemented a system of procedural safeguards that include 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, representation by counsel, and a review procedure.

EMERGENT BILINGUAL STUDENTS

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 classwork in English. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible. In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade-level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

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

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

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.

TITLE I AND HOMELESS OR TEMPORARY HOUSING

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. If you or your family lives in any of the following situations: in a shelter, vehicle, or campground; on the street; in an abandoned building, trailer, or other inadequate accommodations; or doubled up with friends or relatives because you cannot find or afford housing; then your school-aged children have certain rights or protections under the McKinney-Vento Homeless Assistance Act.

A student who is homeless will be provided flexibility regarding graduation requirements. If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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

For the purposes of enrollment and attendance, the Carrollton-Farmers Branch ISD considers a student to be permanently housed if the student has lived or is living in a particular residency for a period of six (6) months or longer and the living arrangement is fixed, regular, and adequate. Please contact the Director of Parent Engagement and McKinney-Vento who has been designated as the McKinney-Vento liaison at 972-968-6500 or 972-968-6501 for more information.

A student or parent who is dissatisfied with 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.

STUDENTS IN THE CONSERVATORSHIP OF THE STATE (FOSTER CARE)

In an effort to provide educational stability, the district will assist any student with the enrollment and registration process, as well as other educational services throughout the student's enrollment, 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 (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows. The district will assess the student's available records to determine the transfer of credit for subjects and courses taken before the student's enrollment in the district. The district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course. A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state, is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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.

Please contact the Director of Parent Engagement and McKinney-Vento, who has been designated as the district's foster care liaison, at 972-968-6500 or 972-968-6501 for more information.

VIDEO AND AUDIO RECORDINGS, NEWS MEDIA COVERAGE

State law permits the district to make a video or a voice recording of a student for purposes of classroom instruction, school safety, media coverage of the school, promotion of student safety as provided by law for a student receiving special education services in certain settings, or purposes related to co-curricular or extracurricular activities without parental permission.

Print or electronic news media may report on-campus activities as well as student achievements. Pictures and activities may appear in print or electronic news media. Additionally, from time to time, various members of the news media may film, record, or write about school activities and students. Students and their schoolwork may be individually identified or shown in such films, recordings, or writings.

Carrollton-Farmers Branch ISD has no control over the form, content, use, or distribution of such materials. Parent consent is not required for such news media coverage. Carrollton-Farmers Branch ISD does not assume responsibility for maintaining a record of such coverage. The district will seek parental consent through a

written request before making any other video or voice recording of a student not otherwise allowed by law.

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 school.

Parent & Student Information

The topics in this section of the Student Handbook contain important information on academics, school activities, school operations, and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. Should you be unable to find information on a particular topic, please contact the Department of Student Services at 972-968-6500 or 972-968-6501.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

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

- [The Texas Academic Performance Report \(TAPR\) for the District, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;](#)
- [A School Report Card \(SRC\) for each campus in the District compiled by TEA based on academic factors and ratings;](#)
- [The District's financial management report, which 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.](#)

The information can be found on the district's website at (www.cfbisd.edu). Hard copies of any reports are available upon request to the district's administration office. TEA also maintains additional accountability and accreditation information at the TEA Performance Reporting Division.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates in the top 10 and, in some cases the top 25 percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

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

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

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 students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer 2023 term through the 2025 spring term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

COLLEGE CREDIT COURSES

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 colleges or universities the district has partnered with to offer dual credit opportunities which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities

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 OR other district official] for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees.

A student may also earn college credits for certain Career and Technical Education (CTE) courses.

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

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 Teacher 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.

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 (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 for good cause.

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 of their FAFSA Apply Texas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy of a screenshot of the FAFSA acknowledgment page;
- A copy of a financial and award letter from an IHE.

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

COMMUNICATIONS

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

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 his/her contact information by calling or emailing the school.

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.

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.

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.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in 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 or other administrator.

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 contact your child's school when a phone number changes.

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district. Standard messaging rates of your wireless phone carrier may apply. If you do not wish to receive such communications, please contact your child's 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
- 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.

Parents are encouraged to contact their child's counselor with questions or concerns.

DISTANCE LEARNING

The Texas Education Agency (TEA) provides online courses to eligible students through the Texas Virtual School Network (TXVSN). Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The 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. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TXVSN.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. The requirements related to the incorporation of the EOC score into the student's final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

If you have questions or wish to request that your child be enrolled in the TXVSN course, please contact your child's counselor.

DISTRIBUTION OF MATERIALS/SCHOOL MATERIALS

All school publications are under the supervision of the teacher, sponsor, and principal. NON-SCHOOL MATERIALS - Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the approval of the principal and must be in accordance with campus regulations. Any student who posts, sells, circulates, or distributes material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. [Board policy FMA Legal/Local]

All material intended for distribution to students that is not under the district's editorial control must be submitted to the principal for review and approval. If the material is not approved within two school days after it was submitted, it must be considered disapproved. A student may appeal a decision in accordance with policy FNG (LOCAL). Materials displayed without approval will be removed.

ELECTRONIC COMMUNICATIONS WITH STUDENTS BY DISTRICT EMPLOYEES

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may create a social networking page for his or her class that has information related to classwork, homework, and tests. As a parent, you are welcome to join or become a member of such a page. An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

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

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.

EXTRACURRICULAR ACTIVITIES

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. A student will be permitted to participate in extracurricular activities subject to the following restrictions:

- A student may not participate in extracurricular activities for at least three weeks if s/he receives an average grade below 70 at the end of any grade evaluation period, in any academic class other than an advanced placement or international baccalaureate course, or an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English (below 60 in those classes).
- A student who receives special education services and fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three weeks.
- An ineligible student may practice or rehearse while suspended; however, the ineligible student may not participate in any competitive activity or attend any event where there is a fee.
- The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes other than those that are described above; and (2) completed three weeks of suspension.
- A student is allowed up to 10 absences from a class during the school year for extracurricular activities or public performances. All UIL activities and activities approved by the district are subject to these restrictions.
- 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.
- Sponsors and coaches of extra-curricular activities will develop and enforce standards of behavior that are more stringent than the district-developed Student Code of Conduct and will condition membership or participation in the activity on adherence to those standards. 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. Consequences may vary from game suspension to removal from the activity/class. Written guidelines are given to participating students at the beginning of the school year. [Board policy FO (Local)]

A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unverified absence.

Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at 512-463-9581 or curriculum@tea.state.tx.us. [See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

Note: See Appendix D for the Extracurricular Code of Conduct.

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student/parent, however, is expected to provide pencils, paper, erasers, and notebooks, and may be required to pay certain 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 purchase pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchase low-cost student health and accident insurance that would help meet medical expenses in the event of injury to their child.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for usage, lost, damaged, or overdue technology devices or accessories
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credits that require the use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

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. 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 building administrator.

FIELD TRIPS

The district periodically takes students on field trips for educational purposes. Students will not be allowed to participate in any activity that involves leaving the school grounds unless a general waiver or a special waiver is on file at school and signed by the student's parent or guardian. This applies to any group that leaves the school for any purpose. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent/guardian to sign a waiver allowing for emergency medical treatment in the case of an 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. The district is not responsible for refunding fees paid directly to a third-party vendor.

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event.

A student's conduct on a field trip must meet the same standard as in the classroom. A student who engages in inappropriate conduct during a field trip will be subject to disciplinary action.

FUNDRAISING

Student groups, classes, booster clubs, and/or PTAs may be permitted to conduct fundraising drives for school-approved purposes in accordance with administrative regulations.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

GRADING & PROMOTION

A student will be promoted only based on academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on criterion-referenced or state-mandated assessments, grades, and any other necessary academic information as determined by the district. [High School students should refer to the Educational Planning Guide]. Elementary and secondary schools issue report cards every nine weeks. Progress reports are issued every three weeks for secondary schools and the fifth week of the nine weeks for elementary.

ELEMENTARY AND MIDDLE SCHOOL

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

HIGH SCHOOL

Graduation Requirements - Requirements for high school graduation are outlined in the Educational Planning Guide.

Grading -The district shall base grades only on mastery of the curriculum. Grades shall not be awarded for any non-academic activities such as a compliance grade for returning a report card.

Grading consequences are imposed for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination.

Final Exam Exemption - Seniors may be exempt from final exams during the spring semester only if they meet the following criteria:

- Have ninety (90) percent or better attendance in all classes, all year. Students who violate the 90% attendance rule either semester are ineligible for exemptions. This includes made-up absences and appeals.
- Have not earned an NG (no grade) in any class all year.
- Have had three (3) or fewer absences with at least a ninety (90) percent average in the class requesting exemption from the final exam.
- Have had no more than one (1) absence with at least an eighty-five (85) percent average in the class requesting exemption from the final exam.

HONOR ROLL

An academic honor roll will be printed in each secondary school at the end of each grading period. At the elementary and secondary level, students making the high honor roll must have a grade average of at least 90; students making the honor roll must have a grade average of at least 85.

PARENT INVOLVEMENT, RESPONSIBILITIES, RIGHTS

Both experience and research tell us that a child's education is most successful when there is good communication and a strong partnership between home and school. The partnership may include:

- Encouraging your child to put a high priority on education and working with your child daily to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects.
- Ensuring that your child attends school each day. Students should arrive at school for all classes on time rested, and ready to learn each day.
- Reviewing the information in the Student/Parent Handbook (including the Student Code of Conduct) with your child, and sign and return the acknowledgment form(s).
- Contacting your child's teacher or school when you have a question or concern.
- Becoming familiar with your child's school activities and the academic programs offered in the district. Discuss with the counselor or principal any questions, such as concerns about placement, assignment, or early graduation, and the options and opportunities available to your child.
- Monitoring your child's academic progress and contacting teachers as needed.
- Granting or denying any written request from the district to make a videotape or voice recording unless the videotape or voice recording is to be used for school safety; related to classroom instruction, a cocurricular or extracurricular activity; or relates to media coverage of the school as permitted by law.

- Exercising your right to review teaching materials, textbooks, other aids, and instructional materials used in the curriculum, and to examine tests that have been administered. 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. The Protection of Pupil Rights Amendment (20 USC § 1232h) requires notice or consent for certain surveys dealing with protected issues. Parents may review these materials by submitting a request in writing to the principal of your child's school. Parents have the right to review these materials before the survey is administered to their child.
 - Reviewing your child's student records when needed. You may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) psychological records, (6) applications for admission, (7) health and immunization information, (8) teacher and counselor evaluations, (9) reports of behavioral patterns, and (10) state assessment instruments administered to your child.
11. Removing temporarily your child from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be to avoid a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by TEA.
 12. Becoming a school volunteer. For further information, see policy GKG and/or, contact the school's office or the PTA volunteer coordinator.
 13. Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
 14. Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office 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.
 15. Participating in campus parent organizations or serving as a parent representative on the district level or campus level. The activities are varied, ranging from PTA to the other district and campus planning committees that develop educational goals and plans to improve student achievement. For further information, contact your child's school. [See policies BQA and BQB.]
 15. Discussing with the school nurse medications and health concerns so an environment conducive to meeting the health needs of each student can be maintained at school. Each student should be provided the opportunity to achieve and maintain a high level of wellness in order to take full advantage of educational opportunities. Parents or guardians have primary responsibility for the health care of their children.
 17. Being aware of the school's ongoing bullying and harassment prevention efforts.
 18. Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, and instruction on the prevention of child abuse, family violence, dating violence, sex trafficking, and other wellness issues.
 19. Contacting school officials if you are concerned with your child's emotional or mental well-being.
 20. Attending board meetings to learn more about district operations. These meetings are generally held on the first Thursday of the month. [Board policy BELegal/Local and BED Legal/Local]

PARENT /TEACHER CONFERENCES

A student or parent who wants information or wants to raise a question or concern is encouraged to talk with or email the appropriate teacher, counselor, or principal. A parent who wants to meet with a teacher may call the office to request that the teacher call the parent during a conference period or at another mutually convenient time. [High school students refer to the Educational Planning Guide for more information.]

PROFESSIONAL QUALIFICATIONS OF TEACHERS AND STAFF

As a parent of a student in the Carrollton-Farmers Branch Independent School district, you have the right to know the professional qualifications of the classroom teachers who instruct your child, and Federal law requires the school district to provide you with this information promptly if you request it. Specifically,

you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees in the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact your campus principal.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, students with limited English proficiency or who are 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. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

STATE-REQUIRED TESTING GRADES 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state-mandated 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

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.

A student's ARD committee for students 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.

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.

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) on page 60 and FNG(LOCAL).

STANDARDIZED TESTING FOR A STUDENT ENROLLED ABOVE GRADE LEVEL

Students in grades 3-8 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 the 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.

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 performs 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 coursework.

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.

GRADES 9-12

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.

STAAR End-of-Course (EOC) Assessments for Students in Grades 9-12. End-of-Course (EOC) assessments will be administered to students in grades 9-12 for the following courses:

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

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

In each content area (English language arts, mathematics, science, and social studies), a student must achieve a passing score to graduate. If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction. A student who does not achieve a passing score on any individual assessment will be required to retake that assessment.

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

There will be 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.

REQUESTING ADMINISTRATION OF STAAR/EOC IN PAPER FORMAT

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.

STANDARDIZED TESTING FOR A STUDENT IN SPECIAL PROGRAMS

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

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 subsequent school year by:

- 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. The district will provide transportation for supplemental instruction. When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

For the 2024-25 school year, a parent may request in writing that a student repeat a course taken for high school credit that the student took and received credit for during the 2023-24 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

SAT/ACT (SCHOLASTIC APTITUDE TEST AND AMERICAN COLLEGE TEST)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examinations to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor. Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and 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,

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

CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION – IF A STUDENT HAS NOT TAKEN THE COURSE/SUBJECT

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

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

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

REPEATING A HIGH-SCHOOL 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.

PERSONAL GRADUATION PLANS (PGP)

A personal graduation plan will be prepared for any student at the middle school 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 or principal and policy EIF(LEGAL)]. For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee. [Graduation Plan Information](#)

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 a 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. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that 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>

PHYSICAL AND MENTAL HEALTH

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

- The Director of Health Services - Sandra Lieck, RN at 972-968-6574 or the campus-based nurse.
- The Director of Mental Health and Behavior Services- Lyn Torres at 972-968-6559 or the campus-based school counselor.
- The local public health authority, Dallas County Health and Human Services at 214-819-2000 &/or Denton County Public Health at 940-349-2900
- The local mental health authority, North Texas Behavioral Health Authority, which may be contacted at 833-251-7544 or <https://ntbha.org/>

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

State-approved instructional materials are provided free of charge for each subject or class. Students must treat any instructional materials with care as directed by the teacher. Books must always be covered by the student, as directed by the teacher, and treated with care. The student must always write his/her name on the inside cover of each textbook. 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 that fact to the teacher. Each student will be held responsible for books and technological equipment lost, stolen, or unduly damaged.

Lost or damaged items must be paid for in accordance with the nature of the damage. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or paid for by the parent or guardian. [Board policy CMD (Legal)] However, the student will be provided with the necessary instructional resources and equipment for use at school during the school day.

Students in all grades are issued a technological device for accessing digital resources and completing classwork. Students are responsible for the care and appropriate use of the district-issued device and accessories at all times whether they are on or off campus. Fees accrued for damage or loss to the district-issued device or accessories are listed in the table on the next page.

Replacement Costs for Damage or Loss of School Property

Component	Cost
Power Adapter and Charging Cord	\$30
Keyboard	\$40
Screen	\$50
Case	\$40
Full Replacement	\$350

The following is a standard list of fines to be charged to the student for damaged textbooks in the Carrollton-Farmers Branch Independent School District. The building administrator will determine the fine to be paid for damaged books.

- Full price of book
 - Pages torn or mutilated beyond repair

- Back torn, bent, or broken
- Missing pages
- 50 cents to the full price of the book
 - Water damage
 - Excessive ink marks/writing in/on book

All money collected for damages to state textbooks and for the sale of either new or used textbooks shall be deposited by the textbook custodian to the State Textbook Fund. Failure to return monies, textbooks and/or technological equipment may be considered theft as defined in section 31.03 of the Texas Penal Code.

TOBACCO AND E-CIGARETTES PROHIBITED

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device and any of its components, by students and all others on school property and at school-sponsored and school-related activities. A free, evidence-based youth vaping prevention program, CATCH My Breath, developed by the UT Health School of Public Health is available at <https://www.catch.org/bundles/23725> and <http://txsaywhat.com/>.

The program is designed for grades 5–12 and is TEKS-aligned for health education grades 6–8. [See the Student Code of Conduct and Board policies FNCD and GKA.]

TUTORING OR TEST PREPARATION

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student needs additional targeted assistance in order for the student to achieve mastery of the state-developed essential knowledge and skills. The schools will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student’s parent consents to this removal.

Under state law, students with grades below 70 for a reporting period must attend tutorial sessions – if the district offers these services or be subject to disciplinary action. [For questions about school-provided tutoring programs, contact the student’s teacher, counselor, or school principal, and see policies EC and EHBC.]

VENDING MACHINES

The district has adopted and implemented state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, contact the Student Nutrition Office. [Board policy CO and FFA]

Admissions/Withdrawals

ENROLLMENT PROCEDURES

A student who lives within the school district boundaries and is five years old and younger than 21 years of age on September 1, of the school year may be enrolled in the district (Education Code 25.001). A child must be enrolled by the child's parent, legal guardian, or other person with legal control under a court order (Education Code 25.002). The person enrolling the student must present a driver's license or suitable identification. The district will require evidence that the student lives within the district; or has obtained admission through the district's Admission procedures. If there is a change in the home address, parents are required to immediately provide the school office with a new proof of residency. If there is a change in the home telephone number, emergency contacts, or parents' places of employment, the school office should be notified immediately. Parents should tell the office staff if there is any change in the information listed in the emergency section of the registration card. Changes in custody or other legal information should be relayed to the administration to ensure that any legal arrangements are followed.

Parent identification along with student records must be provided to the school to enroll a student. It is a criminal offense under Texas Penal Code 37.10 to present false information or false records at enrollment. Knowingly falsifying information on an enrollment form shall make the parent liable to the district and the parent may be charged the maximum tuition fee (Education Code 25.002).

BOUNDARIES AND ATTENDANCE ZONES

The rapid and sometimes unpredictable growth in the district makes it necessary for attendance zones to be changed from time to time by the Board. Changes are made to maintain reasonable enrollment at the existing schools and to create attendance zones for new schools. The Board of Trustees establishes school attendance zones for the individual schools.

RESIDENCY REQUIREMENTS

The Board of Trustees of a school district or the board's designee may require evidence that a person is eligible to attend the public school of the district. The board of trustees or its designee shall establish minimum proof of residency acceptable to the district. The board of trustees or its designee may make reasonable inquiries to verify a person's eligibility for admission. TEC Education Code 25.001 (8c)

IMMUNIZATION REQUIREMENTS

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 (TDSHS), Immunization Branch, can be honored by the district. [The Affidavit Request for Exemption from Immunization](#) may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://co-request.dshs.texas.gov/>. 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 a; hepatitis b varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or an acceptable physician-validated history of illness required by the TDSHS. 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 annually unless the physician specifies a life-long condition. With the exception of the health clinics in your district, much of the remaining information is available at the DSHS webpage www.dshs.state.tx.us/immunize/school/default.shtm.

Entering college students must with limited exception; furnish evidence of having received a bacterial meningitis vaccination within five years before enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement. [Board policy FFAB (Legal/Local) and the TDSHS website: <https://www.dshs.texas.gov/>]

STUDENTS ENROLLING FROM OUT OF THE UNITED STATES

All newly enrolling students from outside of the United States should be referred to the Dallas County Health Department along with their immunization records, before enrolling in school. The health department will determine if the student is coming from a home country with high endemic TB rates and if the student needs to be tested for TB.

The student may also receive any missing vaccinations and be updated on his/her immunizations at the clinic. You will receive a copy of your Immunization Record for school use. Please bring that copy with you for school enrollment purposes. Please remember the following:

- Take a copy of shot records with you to the clinic.
- The cost is \$10.00 per child's first visit and then \$5.00 per child for subsequent visits.
- A parent or guardian must accompany all minors.

If you have private insurance, you cannot be seen at the clinic.

Dallas County Health and Human
Services
2377 North Stemmons Freeway (1st Floor)
Dallas, TX 75207-2710
214-819-2163
<https://www.dallascounty.org/departments/dchhs/clinical-services/immunization-clinics.php>

Denton County
190 N. Valley Parkway Suite 100
Lewisville, TX 75067
972-434-4700
<https://www.dentoncounty.gov/648/Clinical-Services>

Transfer of Students

IN DISTRICT TRANSFERS

During the transfer period, parents may request a student transfer within the district if the school is open. Transfers are considered based on available space and class size.

- Transfer applications for K-12 students must be completed online at [Transfer Applications](#) during the transfer period.
- Transfer application must be submitted before the deadline of that transfer period. Transfers are not granted during the semester.
- Transfers are approved based on behavior and attendance.
- Transfers may be revoked by the Assistant Superintendent based on behavior and/or, attendance issues.
- Families will be required to provide their own transportation to and from school.

More information can be found in Board Policy FDB (LOCAL).

A person wanting to remain at the original “home campus” after moving to another location within the district should provide proof of new residence.

OPEN ENROLLMENT

All open enrollment transfers are considered based on available space and class size. They are approved based on behavior and attendance. These transfers may be revoked by the Assistant Superintendent or designee based on behavior, and/or attendance issues at the end of the school year.

Students who attend CFBISD schools through the open enrollment process will not be eligible for district-provided transportation. Families will be required to provide their own transportation to and from school. Transfer applications for PK-12 students must be completed online at <https://www.cfbisd.edu/students/enrollment>.

IN SCHOOL TRANSFERS

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

SAFETY

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.

The district will honor a parent's request for the transfer of his or her student to a safe public school in the district if the student 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.)

WITHDRAWAL OF STUDENTS FROM SCHOOL

Students under age 18 may be withdrawn from school only by a parent or guardian. Parents must provide a written statement and proof of identification to withdraw a student. Parents are requested to notify the school three days in advance so that records and documents may be prepared when moving out of the school either to another in-district school or to one outside the district. A withdrawal slip must be obtained, and signed by each subject teacher, the librarian, the school nurse, and the counselor. Students shall return all library books,

textbooks, and equipment, pay fines for all overdue library books, pay for the replacement of lost textbooks, and clear money owed to the cafeteria. Certain records may be withheld if students are not cleared before a student is withdrawn from school. All withdrawal documents must be returned to the appropriate office.

Withdrawal of a student does not terminate any pending disciplinary action.

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

Upon request from officials of other schools or school systems in which the student seeks or intends to enroll, a copy of the student's education records from Carrollton-Farmers Branch ISD will be forwarded to the requesting school official. The parents of the student may obtain, upon request, copies of the records transferred and have an opportunity for a hearing to challenge the contents of the records.

Compulsory Attendance

ATTENDANCE/CREDIT

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 learning, 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 avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child’s attendance affects the award of a student’s final grade or course credit—are of special interest to students and parents.

PREKINDERGARTEN AND KINDERGARTEN

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

AGES 6 - 18

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

AGE 19 AND OLDER

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

COMPULSORY ATTENDANCE EXEMPTIONS

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

- Religious holy days;
- Required court appearances;
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a U.S. naturalization oath ceremony
- Serving as an election clerk
- Healthcare 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 (custody) of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

CHILDREN OF MILITARY FAMILIES

Unless a parent has advised the district not to release his or her student’s information, the Every Student Succeeds Act (ESS) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- 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.

Access to High School Students Information on Students by Military Recruiters

<https://studentprivacy.ed.gov/resources/access-high-school-students-and-information-students-military-recruiters>

The Interstate Compact on Educational Opportunities for Military Children

(<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district 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

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

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

<https://tea.texas.gov/about-tea/other-services/military-family-resources>.

OTHER EXEMPTIONS

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 if the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed. Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk if the student notifies his or her teachers, and the student receives approval from the principal prior to the absences;
- A student serving as an election clerk, if the student makes up any work missed;
- A student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran
- A student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.
- A student taking part in a career investigation day visits a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional field, provided the student verifies these activities to the district.

Compulsory Attendance - Failure to Comply

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

STUDENTS WITH DISABILITIES

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

AGES 6 - 18

When a student ages 6-18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that the parent must monitor the student’s attendance and to require the student to attend school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated by Chalet Brown, the truancy prevention facilitator/attendance officer for the district.

If you have questions about your student and the effect of his or her absences from school, please contact the Attendance Administrator at your child’s campus.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent in most circumstances will be filed in truancy court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year. [See Board policy FEA (LEGAL).]

AGE 19 AND OLDER

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

ATTENDANCE FOR CREDIT OR FINAL GRADE

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

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

With the exception of absences due to serious or life-threatening, illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent for the committee about the absences.

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

Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. If a student is approved to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject. [See the school counselor and policy EHDB(LOCAL) for more information.]

OFFICIAL ATTENDANCE-TAKING TIME

The district must submit the attendance of its students to TEA reflecting attendance at a specific time each day. As required by state rule, official attendance is taken at:

Elementary	10:00 a.m.
Middle	10:00 a.m.
High School	10:15 a.m.

TARDIES

Students are expected to be on time for class. Tardies are subject to campus discipline. When a student is tardy, valuable instructional time is missed and disrupts the educational process. Discipline for tardiness will be handled at the campus level. Repeated instances of tardiness will result in more serious disciplinary action, in accordance with the Student Code of Conduct.

Elementary Students- A student who is not in his/her assigned classroom when the tardy bell rings is tardy. A student who is more than fifteen (15) minutes late to a class period may be designated as absent for a partial day and the absence may be counted as an unexcused absence on the attendance record.

Secondary Students- A student who is not in his/her assigned classroom when the tardy bell rings is tardy. Tardy students must follow the campus plan to obtain permission to enter class after the tardy bell. A student who is more than fifteen (15) minutes late for class may be designated as absent for a partial day and the absence may be counted as unexcused. The student may also be assigned a detention or given another appropriate consequence.

A student absent for any portion of the day, including at the official attendance taking time, should follow the procedures below to provide documentation of the absence. In addition, unexcused tardies can result in a truancy court filing.

DOCUMENTATION AFTER AN ABSENCE

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.

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

DOCTOR’S NOTE AFTER AN ABSENCE FOR ILLNESS

Parents should report an absence on the day of the absence. Acceptable written documentation is required to be provided to the campus principal to verify a student’s absence within three (3) days of the absence.

Additionally, 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 student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and would be considered to be in violation of compulsory attendance laws. Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school to determine whether the absence or absences will be excused or unexcused.

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.

COMPULSORY ATTENDANCE WARNING

In accordance with state law, Carrollton-Farmers Branch ISD is required to monitor attendance for all school-age students within the Carrollton-Farmers Branch ISD boundaries. If a student is found to be out of compliance with state compulsory attendance laws, parent notification as shown below will be provided. If you are concerned about compulsory attendance or receive a letter regarding your student's attendance, please contact the campus and request to speak with the campus attendance office immediately to schedule a conference.

PARENTS COMPULSORY ATTENDANCE WARNING NOTICE

Parent: _____ Date: _____

This letter is to notify you that _____ whom you stand in parental/guardian relationship with has been non-compliant with compulsory school attendance as required by State law. The law in the State of Texas requires a child to attend school in accordance with Texas Education Code 25.085 and Texas Family Code 65.002. The Compulsory Attendance law states:

Unless specifically exempted by Section 25. 086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th birthday shall attend school.

As a parent, legal guardian, or person standing in a parental/guardian relationship with a student, you are responsible for monitoring the student's school attendance and requiring the student to attend school. You must request a conference immediately with the school administration and the school Attendance Officer to discuss the absences and their consequences. If, after this warning, your student continues to demonstrate truant conduct as defined by the law, the parent/guardian commits the offense of Parent Contributing to Nonattendance and may be subject to adjudication by the court.

The Texas Family Code 65.103 & Texas Education Code 25.093, provide that conviction of this offense is a Misdemeanor punishable by fines up to \$100.00 for first-time offenders. Each day the student remains out of school after this warning has been given or the student is ordered to attend school by the court, may constitute a separate offense.

- First Offense - A maximum of \$100
- Second Offense - A maximum of \$200
- Offense - A maximum of \$300
- Offense - A maximum of \$400
- Offense - A maximum of \$500

A student's unexcused absence as defined by the law may constitute the offense of TRUANT CONDUCT which is defined by the Texas Education Code 25.094 and/or TRUANCY which is defined in the Texas Family Code 51.03(b)(2). Truancy is the absence of a child on ten (10) or more days or parts of days within a six-month period from school.

If a student is truant, the school Attendance Office must refer the child to court for appropriate legal action. This may result in the student being filed or adjudicated as a "CHILD IN NEED OF SUPERVISION" according to the Texas Family Code. Additionally, the child shall be disciplined according to the school district's policy regarding truancy.

The charges of PARENT CONTRIBUTING TO NONATTENDANCE and FAILURE TO ATTEND SCHOOL are serious offenses. The conviction and/or adjudication of these offenses may result in monetary fines, court costs, and other consequences against you and your child. Please take due notice of this warning and take appropriate measures to ensure that your child attends school regularly. Please contact the campus attendance office immediately to schedule a conference regarding your child's attendance.

DRIVER'S LICENSE ATTENDANCE VERIFICATION

For a student between the ages of 16 and 18 to obtain a driver's license, the Texas Department of Public Safety must provide written parental permission to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's information to DPS for purposes of verifying 90 percent attendance for credit for the semester. A verification of enrollment (VOE) form may be obtained from the campus registrar, which the student will need to submit to DPS upon application for a driver's license.

The district will issue a VOE only if the student meets the class requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>

TEXAS DRIVING WITH DISABILITY PROGRAM

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities who have unique communication needs.

- [What is the Texas Driving with Disability Program?](#)
- [What diagnosis is considered a 'Communication Impediment' qualifying for the Texas Driving with Disability Program?](#)
- [What are my choices and how do I get started?](#)
- [Downloadable Resources](#)

Electronic Devices and Technology Resources

POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES, INCLUDING MOBILE PHONES

Students are issued a technological device for access to digital resources and completion of school work. These devices provide access to the internet and instructional materials needed for coursework completion. Therefore, there is no educational need for a personal communication device.

For safety purposes, the district permits students to possess personal mobile phones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes.

[See Appendix C.] A student must have approval to possess other telecommunications devices on campus 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 a school-related or school-sponsored events. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See Board Policy FNCE.]

In limited circumstances, a student's personal telecommunications device may be searched by authorized personnel. Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunication devices.

Students are not permitted to have laser pointers or laser-beam lighters. The school will confiscate these items. Any disciplinary action will be in accordance with the Student Code of Conduct.

POSSESSION AND USE OF OTHER PERSONAL ELECTRONIC DEVICES

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

ACCEPTABLE USE OF TECHNOLOGY RESOURCES

The Carrollton-Farmers Branch Independent School District (CFBISD) provides an electronic communications system to its students and staff for educational and administrative purposes. The electronic communications system is defined as the district network (including the wireless network), servers, computer workstations, mobile technologies, peripherals, applications, databases, online resources, internet access, email, and any other technology designated for use by students, including all new technologies as they become available. This includes any access to the district network by district-owned or personal devices while on or near school property, in school vehicles, and at school-sponsored activities, and includes the use of district technology resources via remote off-campus access.

Responsible use, as it relates to the use of technology resources, is no different than responsible behavior in all other aspects of CFBISD activities. All users are expected to use technology resources in a responsible, ethical, and respectful manner. While CFBISD considers the use of technology for education to be a privilege, that privilege carries the responsibility for students to take care of and use the technology appropriately.

RESPONSIBLE USE

Responsible use includes:

- Using good digital citizenship practices to protect personal or confidential information such as passwords, name, and address
- Immediately reporting threatening messages, uncomfortable internet files, or sites to a school official
- Immediately reporting details regarding identification or knowledge of a security problem to a teacher
- Using CFBISD's electronic communications, wireless network access, and digital tools/resources to communicate only in ways that are factual, kind, and respectful
- Using your own assigned accounts, passwords, and CFBISD electronic resources at school for school assignments and projects only
- Following good practices regarding copyrighted materials by documenting sources of information and avoiding plagiarism
- Maintaining academic integrity in the context of AI by ensuring that the use of AI tools aligns with the principles of honesty and originality in scholarly work
- Opening, viewing, modifying, and deleting only your own computer files
- Keeping devices in good condition and reporting any loss or damage immediately to the teacher
- Using the CFBISD guest Wi-Fi access on personal (bring your own technology) devices

INAPPROPRIATE USE

The following non-exclusive list includes examples of actions that are strictly prohibited and are in violation of the Student Responsible Technology Use Guidelines:

- Using a high level of A.I. generated content to complete assignments, or make inappropriate materials, postings, or in any way harms other students, or disrupts school operations
- Sharing username(s) or password(s) with others, impersonating another person online, and/or borrowing someone else's username, password, or account access
- Posting personal or confidential information such as addresses, phone numbers, or pictures about one's self or others
- Posting or accessing messages or materials that are abusive, obscene, profane, offensive, inappropriate, pornographic, sexually-oriented, threatening, discriminating, harassing, retaliating, illegal, or damaging to another's reputation
- Using CFBISD's electronic communications system for illegal purposes including, but not limited to, abuse, cyberbullying, gambling, pornography, theft, discrimination, and computer hacking
- Disabling or attempting to disable any system monitoring, filtering, or security measures
- Intentionally introducing a virus or other malicious program(s) onto the CFBISD system
- Opening, viewing, using, or deleting files belonging to another system user
- Gaining unauthorized access to restricted information or network resources
- Downloading or plagiarizing copyrighted information without permission from the copyright holder
- Using any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual

Consequences of inappropriate use may result in the following actions:

- Appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws including monetary damages
- Suspension of access to CFBISD electronic resources or equipment

- Termination of access to CFBISD electronic resources or equipment
- Report to law enforcement for possible criminal prosecution

See Board Policies FN, FO, CQB, and the Student Code of Conduct.

CYBERBULLYING

As defined by state law, bullying can be 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 expression (written, verbal, or electronic) or physical contact that:

- (i) physically harm a student, damages a student's property, or places a student in reasonable fear of harm to the student's person or of damage to the student's property; (ii) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- (iii) materially and substantially disrupts the educational process or the orderly operation of a school or classroom; or
- (iv) infringes on the rights of the victim at school.

Cyberbullying is any bullying done through the use of any electronic communication device, which includes cellular or other types of telephones, computers, cameras, email, instant or text messaging, social media, websites, or any other internet-based communication tool. Students are prohibited from using an electronic device to send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school. Students engaging in cyberbullying behavior will be subject to disciplinary consequences. Students and/or parents should refer all incidents of cyberbullying to a school official.

Examples of conduct that could constitute cyberbullying include, but are not limited to, the following:

- Sending abusive messages to cell phones, computers, or Internet-connected devices
- Posting abusive comments on a blog or social networking site (e.g., Facebook, Twitter, Instagram, Snapchat)
- Creating a social networking site or web page that masquerades as someone else's personal site
- Making it appear that another student is posting malicious comments about others
- Posting another student's personally identifiable information online
- Sending abusive comments while playing interactive games
- Recording and distributing media with the intent to manipulate or embarrass others

CHILDREN'S INTERNET PROTECTION ACT (CIPA)

Schools and libraries subject to CIPA are required to adopt and implement the following internet safety policies regarding:

- Safety and security of minors when using email, online social media, chat rooms, and other forms of direct electronic communications
- Unauthorized access, including "hacking" and other unlawful activities by minors online
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors
- Measures designed to restrict minors' access to materials harmful to minors
- Educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and how to respond

CFBISD follows the CIPA requirements for a content filtering internet solution to prevent access to certain sites that may contain material that is inappropriate or of non-educational value. If a user finds any inappropriate site, the user shall report it immediately to school staff. Students who willfully try to circumvent these filters will be subject to disciplinary action. Students should be aware that all accounts and activity on the CFBISD network are monitored twenty-four (24) hours a day, seven (7) days a week. Students who bring

personal devices and connect to CFBISD wireless are also monitored. Any activity that is deemed inappropriate may have disciplinary consequences.

CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)

The Children's Online Privacy Protection Act requires websites that collect personal information to not allow persons under the age of 13 to access the site without parental permission. For educational sites, schools are permitted to act in proxy for parents and approve access for students under the age of 13. CFBISD deems the use of technology to be a powerful educational tool and resource for communication, collaboration, and demonstration of learning. The district has created student user accounts for educational tools such as Google G Suite, Canvas, Seesaw, and other content area instructional resources or online textbook providers. In addition, teachers may select other digital tools they decide are appropriate and valuable resources for learning. Teachers and staff will establish clear guidelines and procedures for students as they use digital equipment and resources. Teachers will closely monitor all postings and student interactions. Parents wishing to disallow access to these educational tools may do so in writing to the campus principal.

DISCLAIMERS/INDEMNIFICATION

The district makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its technology resources provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or the parents/guardians of any user arising out of the use of the district's technology resources. By signing this policy, users take full responsibility for their use of the district's technology resources, and any resulting losses, costs, claims, or damages.

ACKNOWLEDGMENT OF POLICY

Users must either acknowledge this policy electronically online or submit their acknowledgment and signature of this form as a prerequisite to their use of the district's technology resources.

TERM

These Guidelines are binding on the student for the duration of the student's enrollment in CFBISD. Board Policy CQ and FNCE (LEGAL) and (LOCAL) are incorporated herein by reference.

STUDENT AGREEMENT

I have read, understood, and will comply with these guidelines. I agree to allow monitoring of my technology use and understand that my use is not considered private. I understand that if I fail to comply with these guidelines, I will be subject to appropriate disciplinary action which could include suspension or termination of my user accounts(s) and network access as well as other disciplinary/legal action as deemed appropriate by school personnel.

PARENT AGREEMENT

I have read and understand the above guidelines and understand that the use of technology in CFBISD schools is designed to meet educational principles. I understand that if my child does not use technology responsibly my student's use of technology can be limited or revoked. I also understand that I can be held financially responsible if my child willfully damages CFBISD-owned technology devices. I understand that CFBISD has a mechanism to filter controversial materials while students are on CFBISD's network. However, recognizing it is impossible to limit access to all suspect materials, I will not hold CFBISD or its officials or employees liable for materials accessed by my student on the internet.

Student Name _____ Date: _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

CFBISD Dress Code 2024-25

The following guidelines are established as a point of reference for parents, students, and administrators in regard to dress. All students must be clean and neatly groomed. The district's dress code is established to minimize safety hazards, teach grooming and hygiene, and prevent disruptions. After receiving community input and Board approval, some campuses have implemented standardized dress or school uniforms for their students. Campuses with standardized dress or school uniforms will provide specific information to parents related to their clothing requirements.

The Board of Trustees of CFBISD delegates to the principal the authority to make final determinations as to whether clothing or grooming is or is not within this policy. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be allowed to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time. The administration reserves the right to determine any inappropriate dress that it feels is disruptive to the school environment. Parents and students are encouraged to address and resolve concerns related to the Dress and Grooming Policy at the campus level. The principal will assess and determine compliance or non-compliance with the Dress and Grooming Policy and will assign corresponding consequences for violation of this policy. Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

- Hair, by color or design, may not create a distraction to the learning environment. Non-natural hair color is permitted. If designs are shaved into the hair, they must be school-appropriate and may not condone or represent drugs, gangs, alcohol, profanity, violence, obscenity, or anything deemed inappropriate by the school administration.
- Students may **not** wear the following: tongue rings, lip rings, eyebrow rings, ear gauges, spacers, facial jewelry such as hoops or rings, or facial decorations. Students may, however, wear one small nose stud.
- Caps, hats, bandannas, hair rollers, hair curlers, and others similar hair grooming items, shall not be worn by students in the school building. If students are wearing a shirt or jacket with a hood or a hoodie, the hood must remain down.
- Students may not wear clothing that advertises by name or symbol any products that are not permitted in schools, including, but not limited to the following: **drugs, alcohol, profanity or suggestive slogans, tobacco, obscenity, violence, or gangs.**
- Students may wear shorts of appropriate length, or skirts of an appropriate length, at or about mid-thigh or longer, when fitted at the natural waistline. Should jeans/pants have frays, rips, or tears above the mid-thigh (appropriate length of shorts), students must wear leggings underneath the jeans.
- Shirts must overlap the waistband of pants, skirts, or shorts.
- Clothing which, in the opinion of the professional staff, would be deemed a distraction to the learning environment or offensive to school in general, shall not be allowed, including, but not limited to the following: trench coats, mini-skirts, pajama pants, decorative teeth coverings or teeth jewelry, halter or tube tops, split sides, midriffs, sagging pants, bare shoulder tops, see-through clothing, fishnet tops, or running/spandex shorts.
- Yoga pants, leggings, and jeggings may be worn if the shirt drapes to mid-thigh.
- All students must wear appropriate, non-visible undergarments.
- For health reasons, students are required to wear shoes appropriate for the school setting. House shoes or slippers are not appropriate for school. Flip flops or slides are not appropriate for elementary students.
- As tattoos are not legal before the age of 18 without parental consent, CFB discourages underage tattoos. Tattoos may not create a distraction to the learning environment.

Miscellaneous Information

INSURANCE

The district makes optional student accident insurance available at the beginning of the school year. The district acts only as a service agent for the insurance program. The parent who is interested in this type of insurance will be responsible for paying the insurance premiums and for submitting the claims as required by the insurance carrier. The district receives no proceeds for this service and is not responsible for claims resulting from injuries.

LOST AND FOUND ITEMS

All articles, including books, found on the school grounds or in the halls of the school building should be taken to the main office. Lost articles are to be claimed during the lunch period or immediately after school. If your child has lost an item, please encourage him or her to check the lost and found. The district discourages students from bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. All articles not claimed by the end of the semester will be disposed of through proper channels or donated.

LEAVING SCHOOL DURING THE DAY

Student attendance is crucial to learning. Appointments should be scheduled outside of school hours as much as reasonably possible. Also, note that picking up a child early regularly results in missed opportunities for learning. Unless the principal has approved because of extenuating circumstances, a student will not regularly be released before the end of the school day. Students who find it necessary to leave school during the school day (doctor or dental appointment, etc.) must provide a note, or a parent must check them out through the appropriate office. Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and the stability of the learning environment, we cannot allow you to go to the classroom or other areas unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return if the student returns the same day. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

AT ANY OTHER TIME DURING THE SCHOOL DAY

When a student boards a school bus or steps on campus, the student is considered "in school" and must check out through the appropriate office or be considered truant. A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unverified absence. 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.

MAKEUP WORK REQUIREMENTS

Whenever an absence occurs, the student is responsible for contacting teachers for make-up work. Teachers will then be responsible for assisting students in making up class assignments and examinations. If a student is absent for one day, one day will be given. Two days will be given for two days' absence, etc. If more time is needed, the student should check with the teacher to receive such permission. [See Board policies FDD (LOCAL) and EIA (LOCAL).] 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 absent from any class for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. A student who does not makeup assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. [For high school students, please refer to the Educational Planning Guide.]

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, so that the teacher and student may plan any 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 verified or unverified, all absences account for the 90 percent threshold in regard to 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 the district's grading procedures and with timelines approved by the principal and previously communicated to students.

MAKEUP WORK

- **DAEP** - A student removed from campus 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 Board policy FOCA Legal/Local.]
- **IN-SCHOOL SUSPENSION (ISS) AND OUT-OF-SCHOOL SUSPENSION (OSS)**
While a student is in ISS or OSS, the district will provide the student with all coursework for the student's foundation curriculum classes that the student misses as a result of the suspension.

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

MESSAGES TO STUDENTS

In the event of an emergency, a parent/guardian may phone the school office and ask that a message be given to a student. Parents and students should understand that telephones are in frequent use by the teachers and staff for school business. Due to time constraints, some schools do not take messages for students during the last 30 minutes of the school day. Student use of the telephone is limited to emergencies only.

MODES OF TRANSPORTATION

Use of bicycles, skateboards, inline skates, scooters, and other mechanized vehicles while on CFBISD property is strictly prohibited. If a student uses one of the above-mentioned vehicles for transportation to or from school, the student is to walk the item (in the case of bicycles, scooters, skateboards, and other mechanized vehicles) or remove the item (in the case of footwear) immediately upon entering the property and place the item in the appropriate campus designated area.

Students are responsible for contacting the appropriate school administrator or designee to find out the individual campus procedure for storage of the items. The school will not be responsible for any of the items in the case of theft or vandalism. Non-compliance with the above may result in school discipline and/or referral for criminal prosecution, if applicable. Individual school campuses will provide specific guidelines.

MONEY AT SCHOOL

For your child's safety, students are urged not to bring extra money to school because it is too easy to lose. Students should bring only enough money for lunch or other necessities each day.

PARTICIPATION IN THIRD-PARTY SURVEYS

The Protection of Pupil Rights Amendment (PPRA) provides parents with certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas: Political affiliations or beliefs of the student or the student's parent; Mental or psychological problems of the student or the student's family:

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

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [For more information, see Board policy EF (LEGAL).] The Education Department provides extensive information about the Protection of Pupil Rights Amendment (PPRA), including a Complaint Form.

“OPTING OUT” OF PARTICIPATION IN OTHER TYPES OF SURVEYS OR SCREENINGS AND THE DISCLOSURE OF PERSONAL INFORMATION

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

A parent has a right to opt-out/deny a student participation in:

- Any survey concerning private information listed above, regardless of funding.
- Activities including the collection, disclosure, or use of personal information gathered from the student for the purpose of marketing, selling, or otherwise disclosing that information to others.
- 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 Board policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;

- Instruments used to collect personal information from students for marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum and to examine tests that have been administered. (Note: Parents who want access to the school's library or any available online catalog should submit a request to the principal.)

The Department of Education provides extensive information about the Protection of Pupil Rights Amendment (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including PRPR Complaint Form (<https://studentprivacy.ed.gov/file-a-complaint>).

PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE

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.

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

PRAYER

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

RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE

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

- (1) Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution.
- (2) 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**:

- (1) A parent provides a written statement requesting that his or her child be excused.
- (2) The district determines that the student has conscientious objections to the recitation.
- (3) A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See Board policy EHBK (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.

POSTERS, PUBLICITY, PUBLICATIONS

All posters, publicity, or publications must be approved by the appropriate administrator. Posters displayed without authorization will be removed. Any student who posts printed material without prior approval will be subject to disciplinary action. [Board policy FMA(Local)]. Appropriate law enforcement officials shall be called when someone other than a student refuses to follow the procedures for submitting materials and fails to leave the premises when asked. (Board policy GKA)

SCHEDULE CHANGES

Requests to change a schedule or a course may be made only on the published days before the start of each semester. Requests for schedule changes will be considered for the following reasons: (1) error in scheduling, (2)

student failure in a prerequisite, (3) change in the program (athletics, band, choir, etc.), (4) level changes as recommended by teachers and counselors with parental knowledge and administrative approval. Requests not meeting the listed reasons will not be considered. It should be understood that a schedule change to help balance classroom enrollment will be done as needed. Appeals on schedule changes will not be heard beyond the campus principal.

SCHOOL BOARD MEETINGS/AGENDAS

The School Board conducts all regular meetings on the first Thursday of each month, except in July, unless a different date and time is reflected on the Board meeting calendar which is adopted annually by the School Board. The meetings are held in the Board Room of the Administration Building, 1445 North Perry Road, Carrollton. When necessary, the Board may hold special meetings, emergency meetings, or work-study sessions. In all cases, public notice is made in advance, and the local news media is notified. Advance notices of the meetings and the agendas are posted in the Administration Building, in each school, and on the district's website (www.cfbisd.edu). In accordance with the Texas Open Meetings Law, the Board can meet privately in closed session to discuss personnel matters and land acquisitions, obtain certain legal counsel from the school attorney, and/or hold student hearings.

Citizens are welcome to attend the meetings. Audience participation at a Board meeting is limited to the portion of the meeting designated for that purpose. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer. No presentation shall exceed three minutes (Board policy BED(LOCAL)). During Audience for Guest agenda items, citizens may address items not on the agenda, although Texas Open Meetings Laws prohibit Board action on such items. Persons interested in speaking at the meetings should contact the Superintendent's Office at 972-968- 6185. The agendas of the Board meetings are posted on each campus and in the Administration Building as well as on the district's website (www.cfbisd.edu).

SCHOOL HOURS

Elementary	7:30 a.m. - 2:50 p.m.
Middle School	8:10 a.m. - 3:30 p.m.
High School	8:40 a.m. - 4:00 p.m.

Supervision of students shall begin 20 minutes prior to the beginning of classes and end 20 minutes after final classes in the afternoon or until the last public school bus picks up students.

Students cannot be on school premises unless involved in a school-sponsored event or with administrative permission. Trespass notices and tickets may be issued for violations of this policy.

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, the opening is delayed because of severe weather or another emergency, or the campus must restrict access due to a security threat. State law requires parents to update contact information within two weeks after the date the information changes.

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:

- General emergency messages, including early and late school openings and closings, are posted on the district website.
- Emergency voicemail and email messages are sent by the Connect-ED automatic notification system.
- A Special Alert email will be sent to subscribers. If you have not already done so, please consider subscribing to the Carrollton-Farmers Branch e-communications Special Alerts, for timely email updates and information. This information tool will be utilized in the event of any

crisis and is also used to inform parents of school closings due to inclement weather.

- Emergency messages are sent to local TV and radio outlets. (Channel 4, Channel 5, Channel 8, Channel 11, and the following radio stations: KRLD-1080 AM, KVIL - 103.7 FM, and WBAP-820 AM).

This information is also available on the district's website (www.cfbisd.edu) and on the district's cable channel.

SCHOOL DISTRICT ORGANIZATION

The seven-member Board of Trustees functions as the district's policy-making body. These citizens are elected to serve without pay for overlapping terms of three years.

The Board's decisions are subject only to the limitations imposed by state and federal laws, regulations of the State Board of Education and the State Commissioner of Education, and the will of the people as expressed in district elections. The Board of Trustees employs the Superintendent of Schools who serves as the chief executive officer and administers school policies. The Superintendent serves as a resource person to keep the Board informed on educational issues. The central administrative staff is divided into four areas:

1. Administration and Personnel Services,
2. Educational Services,
3. Public Information, and
4. Support Services

Each division provides support to parents and/or individuals who have questions/concerns about Carrollton- Farmers Branch schools. If the question or concern is related to a classroom situation, it is always best to contact the teacher. If a conference with the teacher does not lead to a satisfactory answer/solution, the principal should be contacted first. Serious concerns that are unresolved at the building level can be referred to the appropriate central office administrator.

Certain communication procedures have been set up for students and/or parents who seek relief from school Board policies, school regulations, or administrative decisions because they believe that the policies, regulations, or decisions create personal hardships or unsatisfactory learning/activity/disciplinary conditions. [School Board policy FNG (Local) and School Board policy GF outline the procedures for students and parents to follow when presenting their concerns.]

Student Nutrition Program

MEAL PRICES AND DEBIT ACCOUNTS (WHEN WE RETURN TO NORMAL OPERATIONS)

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

Meal prices can be found at <http://cfbisd.edu/nutrition-services> or posted in your school's cafeteria. Parents are encouraged to prepay for their child(ren)'s meals by paying online or by sending a check or cash with the child. To make payments online, parents can go to www.SchoolCafe.com, sign up for an account, add their students to their account, and make a payment with a debit card, credit card, or electronic check. The student's meal account balance will be updated within 24 hours of payment. Students who are sent with cash or check prepayment are encouraged to go to the school cafeteria in the morning to make payments before school begins. To help ensure that monies are deposited into the proper account, parents should include the student's ID number with the prepayment. If parents do not wish to use prepayments, cash will also be accepted for a meal or a la carte items.

The student's account may be used for both meal and a la carte purchases. If parents wish to restrict the purchase of a la carte items, they can set limits on the debit account by completing the Request for Restricted Use of Student Account. This form can be located on the Student Nutrition website <http://cfbisd.edu/nutrition-services> under the Parent Information & Forms tab on the right side. Any balance remaining on a student's account at the end of a school year will be available for use the following year and will transfer with the student if he or she changes schools within the district. If a refund is needed after the money is deposited, parent(s) should complete a Refund Request form available from the cafeteria manager or online at <http://cfbisd.edu/nutrition-services> under the Parent Information & Forms tab. A check will be mailed to the requestor in approximately 20 business days. A detailed report of the transactions including meal and a la carte purchases and payments from the student's account can be obtained from www.SchoolCafe.com.

MEAL BENEFITS

Free or reduced-price meals are available based on financial need or a household's gross income which must be within the limits described in the U.S. Department of Agriculture's Federal Income Eligibility Guidelines. Students are also eligible for free or reduced meals if the household is receiving benefits from the Supplemental Nutrition Assistance Program (SNAP), Medicaid, Temporary Assistance for Needy Families (TANF), or the Food Distribution Program on Indian Reservations (FDPIR); the student is a foster child under the legal responsibility of a foster care agency or court; the student meets the definition of Homeless, Migrant, or Fugitive; or the student participates in Head Start, Early Head Start, and Even Start.

Families may apply for free or reduced-price meals [online using their www.SchoolCafe.com](http://www.SchoolCafe.com) account. Paper applications will be available at the Student Nutrition Office located at 1505 Randolph St. Carrollton, TX 75006, and from each cafeteria manager at the school sites. Parents should complete only one application per household. Notification letters will be emailed to the email address provided on the application within 10 days of receipt of the application. Parents are encouraged to provide an accurate email address when applying both online and on paper. A student's eligibility status can be found on their [SchoolCafe](http://www.SchoolCafe.com) account. All application information will be kept confidential. Students who participate in this program will be treated in the same manner and offered the same meal options as those who pay the full price.

Students who received benefits last year will receive benefits for a short grace period at the beginning of the school year. However, a new application must be received each school year. If the grace period expires before an application is processed and approved, the student will be charged the full price for meals and the parents will be responsible for those charges until a new application is submitted to determine eligibility for the new school year.

STUDENT MEAL OFFERINGS

All menus offered in the cafeteria are planned by a Registered Dietitian and meet the nutritional guidelines set forth by the United States Department of Agriculture and the Texas Department of Agriculture. School

breakfast offerings consist of a choice of milk, a choice of juice/fruit, and a choice of a main breakfast item. Students may select all three items or at a minimum must choose the main breakfast item and a fruit/juice for the meal to be reimbursable and priced at the paid, reduced, or free rate. At lunch, students may select one of the entrees, two of the vegetable side dishes, a fruit side dish, and a choice of milk. Students may choose all five items. At a minimum, they must select an entrée and at least one other fruit or vegetable side, or both vegetable servings, all the fruit servings, and milk for the meal to be reimbursable and priced at the paid, reduced, or free rate. High school students may select an additional fruit serving with their meal for a total of two fruit servings. Any student not taking enough items for a reimbursable meal will be charged the a la carte price for the item(s).

CHARGING

In the event that students lose their money or run out of money on their account, students will be allowed to charge a meal. Students will be extended up to \$15.00 of credit for elementary school students, or \$11.25 for middle school and high school students. Once a student reaches the limit of \$15.00 (\$11.25 secondary), no other charges will be allowed. The district is extending this credit with the full intent that all charges will be paid. To ensure that households are aware of the student's negative balance, weekly email, and phone call reminders will be sent to parents of students with a negative balance.

If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will be given an emergency sack lunch and milk. The goal is for no child to go without a meal; however, we cannot feed children indefinitely without payment. The district will make every effort to avoid bringing attention to the student.

FOOD PROVIDED BY PARENTS AND OTHER FOOD SALES

Parents may send food for the consumption of their students only for breakfast and lunch. Please contact your school for the school policy regarding food brought for snacks/parties. The federal Smart Snack policy restricts the sale of competitive foods (vending & fundraising food sales) in schools. Check with your school for specific restrictions on food sales. For more information regarding the Smart Snack regulations and nutrition policies contact the Texas Department of Agriculture, Food and Nutrition Division at (888) TEX-KIDS or www.squaremeals.com.

SPECIAL DIETS

Student Nutrition works jointly with the school nurses to provide for students with special medical dietary needs.

All requests for special dietary modifications must include a written order from the student's doctor or a registered dietitian. Parents can contact the school nurse or the Student Nutrition Department for information on such accommodations.

NATIONAL LUNCH PROGRAM

The following information is published as required by the USDA for participation in the National School Lunch Program:

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).

The local agency that administers the program is the district.

See the Nondiscrimination Statement for the name and contact information of the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Use of School Facilities

Members of any club or organization that wishes to use the school building for any reason MUST have the approval of the building administrator. This includes all organizations within the school and all outside organizations. After the building administrator approves the use of the building, the event must be scheduled with the appropriate staff member and placed on the school calendar. If the organization is not a student organization and/or additional custodial or security support is necessary, the organization should be directed to the district's facility rental office. If the request is from any non-school-related organization, then the appropriate staff member will direct the group to the district's facility rental office.

VISITORS AT SCHOOL

All visitors, including parents, must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Register in the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.

Visits to individual classrooms/virtual classrooms are permitted only with the approval of the principal and teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal/virtual school environment. For specific appointments with teachers, counselors, administrators, or other staff members, parents should call the main office in advance. Students are not permitted to visit another campus/virtual classroom during the school day.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

State law requires that identification (driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district) must be shown when requested by school personnel or campus resource officers. The principal or designee may refuse to allow persons with no identification and who have no legitimate business to enter school grounds and/or may eject any undesirable person(s) from school grounds if that person refuses to leave peacefully upon request. [Board policy GKA/CKC.] All visitors must comply with all applicable district policies and procedures.

VOLUNTEERS

Carrollton-Farmers Branch ISD seeks to create a safe sanctuary for students, free from crime, violence, drugs and abuse. Pursuant to the Texas Education Code, the Carrollton-Farmers Branch Independent School district conducts screenings for any record of criminal history. The district shall obtain the criminal history record of all prospective volunteers. (See Board policy GKG.)

A large contributor to the success of our students and venerated faculty has been the support of the community and specifically those who volunteer their time and expertise. Volunteers provide the extra attention desperately needed to support the high level of educational experiences enjoyed by our students.

Please fill out our online background check. You must also do this in order to attend class parties and other festivities coming up during the school year. **THIS MUST BE DONE AT THE BEGINNING OF EVERY SCHOOL YEAR.**

Applications submitted on the day of a field trip will not be accepted. Please submit applications at least two weeks prior to the event. Please make note of your user name and password so that you can go back to check your status. The district invites and appreciates the efforts of all volunteers that are willing to serve our district and students.

Student Safety

CHILD SEXUAL ABUSE

The district's plan for addressing child sexual abuse, trafficking, and/or other maltreatment of children can be found at: www.cfbisd.edu.

Parents, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused, neglected, or any other form of maltreatment has a legal responsibility under state law for mandatory reporting of the suspected abuse or neglect to the Texas Department of Family and Protective Services (DFPS).

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

Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, trafficking and/or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. [To find out about more programs/services in your county, see: [https://www.dfps.texas.gov/Prevention and Early Intervention/Programs Available In Your County/](https://www.dfps.texas.gov/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/)]

Note: Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

CHILD TRAFFICKING

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

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently 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 boyfriends or girlfriends (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.

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

- [Child Welfare Information Gateway Factsheet](#)
- [Kids Health, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)
- [Texas Association Against Sexual Assault Resources](#)

Trafficking includes both sex and labor trafficking.

Reports of abuse, trafficking, or neglect must be made to the CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

CRIME STOPPERS

Crime Stoppers is a student-run program. The students advertise the program, publicize recent crimes occurring in the school, and set rewards, based on guidelines, for information leading to the case being solved. Students do not investigate crimes, nor do they know who the victims or suspects are in the crimes. The program is designed to:

- Help students and the school community to work together to solve and prevent crime,
- To provide a safe, anonymous, and dependable way to report crime-solving information free of fear,
- Help the school communities reduce crime and provide safety to students in and away from school,
- To give students an active role in the problem-solving process,
- To promote caring and pride in our schools, and
- To develop responsible citizens

DRILLS & LOCKDOWNS

From time to time, students, teachers, and other district employees will participate in preparedness drills for emergency procedures. Fire drills will be held frequently. Some will be scheduled while others will be unannounced. ALL persons in the building should follow the regulations and diagrams posted in each classroom. The procedures for drills will be demonstrated shortly after the beginning of the school year. In addition to fire drills, disaster/tornado and crisis drills will be held. When the alarm is sounded, students shall

follow the direction of teachers, others in charge, or marshals quickly, quietly, and in an orderly manner. In certain types of rare emergencies, school officials may enact a policy of lockdown, preventing any students or staff from moving throughout the building. When a lockdown is in effect, it will temporarily restrict immediate parental access to his or her children.

IDENTIFICATION BADGES

Picture identification badges may be issued to students as part of the school's safety plan. At the secondary level (6-12) students are required to wear identification badges. Students are required to wear their badges with the picture visible to others. Failure to wear and/or make the picture visible will result in disciplinary interventions established by each campus.

LOCKERS, DESKS, & SCHOOL PROPERTY

Lockers, desks, district-provided technology, and similar items are the property of the district and remain under school control and jurisdiction at all times even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned lockers, desks, district-provided technology, and similar items.

Students must be certain that their lockers are locked and that the combinations are not available to others. Searches of desks, lockers, district-provided technology, and similar items may be conducted at any time without notice if there is reasonable suspicion that they contain articles or materials prohibited by law, district policy, or the Student Code of Conduct whether or not a student is present. The parent will be notified if any prohibited items are found.

METAL DETECTORS

Use of metal detectors may be used on campuses to maintain a safe and disciplined learning environment. No student or teacher should be subject to the dangers inherent in a knife or firearm being carried onto the campus by another person. Students suspected of carrying a weapon will be subject to being searched by a hand-held metal detector.

PHYSICAL RESTRAINT

Any district employee may, within the scope of the employee's duties, use and apply physical restraint to a student if the employee believes restraint is necessary in order to:

- Protect a person, including the person using physical restraint, from physical injury.
- Obtain possession of a weapon or other dangerous object.
- Protect school property from serious damage.
- Remove a student refusing a lawful command of a school employee to move from a specific location, including a classroom or other school property, in order to restore order or to improve disciplinary measures.
- Restrain an irrational student. [Board policy FO(LOCAL)]

PORTABLE BREATH TESTERS

The district shall attempt to provide a safe alcohol-free environment to students coming to or going from school (Board policy FNCF(LOCAL)). As an attempt to provide safe, alcohol-free environments the use of breath tests may be administered during the school day and at any school-related or school-sanctioned activity, either on or off school property. No further parental notification will be given prior to the administration of student breath tests. Nothing in Board policy (FNCF(LOCAL)) shall limit a school representative from (1) observing a student's behavior to develop a reasonable suspicion of alcohol use, or (2) notifying the police department regarding violations of the Texas Penal Code. More information on this policy may be located at the campus or online at CFBISD Policy online.

SCHOOL RESOURCE OFFICERS

Officers from the local police departments work in cooperation with the administrators of the school district. Their responsibility is the enforcement of criminal laws and assisting the district in maintaining the safety and welfare of the students and staff, as well as preserving and promoting the educational environment.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug-free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or according 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 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. Searches of students may be conducted when appropriate and in accordance with School Board policy FNF and without a warrant as permitted by law.

TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES

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

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

USE OF CANINES/TRAINED DOGS

There may be times when the district will use dogs that are trained to alert school officials to the presence of prohibited or illegal items, including drugs, alcohol, firearms, or explosives. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. Screenings conducted by trained dogs will not be announced in advance. If a dog alerts to an item in an area, that area will be searched by school officials. The alert of a trained dog provides reasonable suspicion for a search. (School Board policy FNF)

STUDENT SAFETY PROCEDURES

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. With safety in mind, the district has implemented specific safety procedures. The cooperation of students and parents is an essential part of ensuring school safety. We ask that parents and students:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- 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 other threats made by any person toward a student or staff member.

- A student may make anonymous reports about safety concerns through the Anonymous Alerts app available at <https://www.cfbisd.edu/departments/safety-and-security/anonymous-alerts>.
- 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.
- Communicate with school officials if students have knowledge or suspicion of any activity or possible activity that may present a risk to the safety of the students or staff.
- Report to the office and follow school procedures regarding visitors on campus, including signing-in and obtaining a visitor pass.
- Keep emergency care information up to date (name of doctor, emergency phone numbers, allergies to medications, etc.) Please contact the school office to update any information.

Law Enforcement

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

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

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

NOTIFICATION OF LAW VIOLATIONS

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who 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 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. [Board policies GRAA(LEGAL)]

VANDALISM

The taxpayers of the community have made a sustained financial commitment to 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 may be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VEHICLES ON CAMPUS

- A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others.
- Vehicles parked or operated on district property, or properties that the district has leased or jointly maintains are under the jurisdiction of the district. The district reserves the right to search with or without permission any vehicle at any time there is reasonable suspicion to do so, regardless of whether the owner/driver is present or not.
- If a vehicle subject to search is locked, the student will be asked to unlock the vehicle and the district official may then conduct a search in accordance with law and district regulations.
- 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.
- The school will not be responsible for any items lost or stolen from any vehicles parked on campus, nor will the school in any way assume liability for damages to vehicles using the campus parking lot.
- To obtain a parking permit or park on campus, an individual must provide proof of insurance, driver's license, valid vehicle registration, and inspection.
- Cars illegally parked on school district property will be impounded at the owner's expense.
- A student will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons that are found in the vehicle and will be subject to disciplinary actions by the district as well as referral for criminal prosecution.

VIDEO MONITORING OF STUDENTS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus.

The principal/designee may review the video and audio recordings routinely to detect and document misconduct and other safety-related issues. Students will not be told when the equipment is being used. Discipline will be in accordance with the Student Code of Conduct.

THREAT ASSESSMENT AND SAFE AND SUPPORTIVE SCHOOL TEAM

The campus administrators will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Health Information

ADMINISTERING MEDICINES

Medication that must be administered to a student during school hours must be provided by the student's parent/guardian. Medication should be given at home whenever possible. The parent/guardian must complete and sign the medication permission form.

1. All medication must be in its original container and be properly labeled. A properly labeled prescription bottle is a bottle with a pharmacy label. All non-prescription medication must be in its original container with the original label and student's name. We will not accept any medication in unlabeled bottles, baggies, etc., as they do not meet the above policy under which we operate.

The pharmacy label must state the student's name, medication, dosage, doctor's name, and date the prescription was filled. **The prescription is to be current within the last 12 calendar months.** The amount of medication will be counted and recorded upon receipt.

2. Parent-provided nonprescription medication from the district-approved list may be given up to 10 times with no physician signature. District-approved nonprescription medications will not be administered in dosages higher than the label recommends for age, or for indications the medication is not FDA-approved for children and adolescents.

District-approved nonprescription medication list:

- Benadryl (diphenhydramine)
- Acetaminophen (Tylenol)
- Ibuprofen (Advil, Motrin)
- Cough drops/lozenges

Nonprescription medications from the district-approved list will be stopped and the school nurse will contact the parent if:

- More than 10 doses have been administered during the current school year.
- If pain or symptoms get worse or last more than 5 days, new symptoms occur, or signs of infection occur.

Additional Medication Information: A physician order or physician signature on the Medication Permission Form is required for all other nonprescription medications, off-label medications, and prescription medication samples. Changes in medication or dosage require a new Medication Permission Form and physician signature/order.

3. Unused, discontinued, or expired medication must be picked up by the parent. Medications not picked up will be disposed of at the end of the school year or within 5 days after discontinued.
4. Changes in prescription medication require either a **new** prescription labeled bottle or a written physician request for dosage change. A new parental permission request is to accompany any change in medication.
5. Medication should be brought to the clinic by the parent and given to the school-designated person. No medication will be transported by any school transportation service personnel.
6. Vitamins, minerals, herbs, diet supplements, and special diets must be accompanied by a physician's written order.

Please note, that we cannot do something different from what the physician has indicated.

Storage of medicines: All medication shall be properly stored in the clinic as per TDSHS guidelines.

Liability: The Carrollton-Farmers Branch Independent School District Board of Trustees and its employees (Superintendent, principals, classroom teachers, supervisors, counselors, registered nurses, teachers' aides, secretaries, health aides, or any other classified person employed by the Carrollton Farmers Branch ISD) shall have immunity from civil liability from damages or injuries resulting from administering of medication to a student. Nothing herein shall be construed to grant immunity from civil liability for injuries resulting from gross negligence.

DEFINITION

Employees legally permitted to administer medication to students include superintendents, principals, classroom teachers, supervisors, counselors, registered nurses, teacher aides, secretaries, or any other classified personnel employed by the district.

BY VOLUNTEER PROFESSIONALS

If the district provides liability insurance for a licensed physician or registered nurse who provides volunteer services to the district, the Board may allow the physician or nurse to administer to any student a non-prescription medication or medication currently prescribed for the student by the student's personal physician. [Education Code 22.052-053] Authorized district employees may administer prescription and non-prescription medication in accordance with legal requirements. Only students who have been given permission under district procedures shall be allowed to administer their own medicine.

STORAGE OF MEDICINES

All medication shall be properly stored in the clinic or office area in a locked container. An exception to the storage of medication may be granted by the administration when a student's parent(s) or guardian AND physician or other licensed health care provider furnish written authorization regarding the medical need for the student to keep the medication with them at all times. The permission to carry medication will be reviewed on a case-by-case basis. Disciplinary action will be taken if a student violates this procedure.

EMERGENCY MEDICINES

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

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

In accordance with a student's individual health plan for the 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. [Board policy FFAF(LEGAL/LOCAL)]

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).

When necessary, the district may consent to medical treatment, including dental treatment, 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.

PREPAREDNESS TRAINING: CPR AND STOP THE BLEED

The district will offer CPR instruction 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>

Stop the Bleed: Texas <https://stopthebleedtexas.org/>

STOCK ALBUTEROL, STOCK EPINEPHRINE AND STOCK NALOXONE (NARCAN)

Each clinic is supplied with epinephrine and albuterol, along with standing orders from the district's medical advisor, to be used for cases of anaphylaxis or severe respiratory distress and can only be administered by the registered nurse (RN) or Licensed Vocational Nurse (LVN) in such cases. Each clinic is also supplied with naloxone (Narcan), along with standing orders from the district's medical advisor, to be used in cases of suspected opioid-related drug overdose.

CIVIL LIABILITY IMMUNITY

The district, the Board of Trustees, and its employees shall be immune from civil liability, except for acts constituting gross negligence, for damages or injuries resulting from the administration of medication to a student, provided such administration conforms to the requirements of this policy. [Education Code 22.052- 053]

ALLERGIES

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction.

PARENT STATEMENT OF FOOD ALLERGIES

Please indicate on the form if your student has significant food allergies. Benadryl and an Epi-pen may be kept in the clinic accompanied by physician orders. The Physicians Form for Diet Modification must be completed by a physician and given to the nurse to allow the cafeteria to make food substitutions. This form can be found at <https://www.cfbisd.edu/departments/student-nutrition-services> or in the school clinic.

The district has developed and annually reviews a food allergy management plan that addresses employee training, based on the Texas Department of State Health Services (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis. When the district receives information from a physician that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be found at <https://www.cfbisd.edu/departments/health-services>. Also, see Board policy FFAF.

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, physician, or other licensed healthcare provider. The student must also demonstrate to his or her healthcare 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 must discuss this with the school nurse.

STUDENT ILLNESS

When your child is ill, please contact the school to let the school know he or she will not be attending that day. It is important to remember that schools must exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without the use of fever-reducing medications. In addition, students with diarrheal/vomiting illnesses must stay home until they are diarrhea/vomit-free without diarrhea/vomit-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse. If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent. The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these conditions. If the student is too ill to attend school then the student will not be allowed to attend extra-curricular or after-school activities.

ASBESTOS INFORMATION

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Plant Operations Office, 1505 Randolph, Carrollton, Texas. Please feel free to contact the Energy/Environmental Specialist at 972-968-6303.

Each campus has its own Asbestos Management Plan. These management plans contain floor plans of each facility that show the location of the samples taken, lab results, operation and maintenance procedures, copies of inspection reports, and a copy of the federal register. Anyone wishing to review a particular management plan can do so in the office of each campus.

BACTERIAL MENINGITIS

The following information on Bacterial Meningitis is for information only and does not indicate an outbreak in our area. State law requires that a school district provide information relating to bacterial meningitis to all students and their parents each school year.

WHAT MENINGITIS IS

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 the most common and the least serious. Meningitis caused by bacteria is the most likely form of the disease to cause serious, long-term complications. It is an uncommon disease but requires urgent treatment with antibiotics to prevent permanent damage or death.

Bacterial meningitis can be caused by multiple organisms. Two common types are *Streptococcus pneumoniae*, with over 80 serogroups that can cause illness, and *Neisseria meningitidis*, with 5 serogroups that most commonly cause meningitis.

SYMPTOMS OF MENINGITIS

Someone with bacterial 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 1 year old) and adults with meningitis may have severe headaches, high temperature, vomiting, sensitivity to bright lights, neck stiffness, 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.

SERIOUSNESS OF BACTERIAL MENINGITIS

If it is diagnosed early and treated promptly, most people make a complete recovery. If left untreated or treatment is delayed, bacterial meningitis can be fatal, or a person may be left with permanent disability.

THE WAY BACTERIAL MENINGITIS IS SPREAD

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes) or when people cough or sneeze without covering their mouth and nose.

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

PREVENTION OF BACTERIAL MENINGITIS

Vaccination

Bacterial meningitis caused by *Streptococcus pneumoniae* and *Neisseria meningitidis* may be prevented through vaccination. The vaccine which protects against *Streptococcus pneumoniae* is called pneumococcal conjugate vaccine or PCV. This vaccine is recommended by the Advisory Council on Immunization Practices (ACIP) for children in the first year of life. *Neisseria meningitidis* is prevented through two types of vaccines. The first is a meningococcal conjugate vaccine that protects against 4 serogroups A, C, W, and Y, and is referred to as MCV4. The second is a vaccine against *Neisseria meningitidis* serogroup B which is referred to as MenB.

The ACIP recommends MCV4 for children at age 11-12 years, with a booster dose at 16-18 years. In Texas, one dose of MCV4 given at or after the age of 11 years is required for children in 7th-12th grades. One dose of MCV4 received in the previous five years is required in Texas for those under the age of 22 years and enrolling in college. Teens and young adults (16-23 years of age) may be vaccinated with MenB. This vaccine is recommended and not required for school or college enrollment in Texas.

Vaccines to protect against bacterial meningitis are safe and effective. Common side effects include redness and pain at the injection site lasting up to two days. Immunity develops about 1-2 weeks after the vaccines are given and lasts for 5 years to life depending on the vaccine.

Healthy Habits

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Wash your hands. Limit the number of persons you kiss. Cover your mouth and nose when you sneeze or cough. Maintaining healthy habits, like getting plenty of rest and not having close contact with people who are sick, also helps.

RISK FOR BACTERIAL MENINGITIS

Certain groups are at increased risk for bacterial meningitis caused by *Neisseria meningitidis*. These risk factors include HIV infection, travel to places where meningococcal disease is common (such as certain countries in Africa and Saudi Arabia), and college students living in a dormitory. Other risk factors include having a previous viral infection, living in a crowded household, or having an underlying chronic illness.

Children ages 11-15 years have the second highest rate of death from bacterial meningitis caused by *Neisseria meningitidis*. Children ages 16-23 years also have the second highest rates of disease caused by *Neisseria meningitidis*.

WHAT TO DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS

Seek prompt medical attention. Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all infectious diseases. You may call your family doctor

or [local health department](#) office to ask about the meningococcal vaccine. Additional information can also be found at the websites of the Centers for Disease Control and Prevention (CDC): <https://www.cdc.gov/meningitis/index.html> and the Texas Department of State Health Services (DSHS): <https://www.dshs.texas.gov/immunize/PreteenVaccines.aspx> or <https://dshs.texas.gov/IDCU/disease/meningitis/Meningitis.aspx> <https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/meningitis-information-student-parents>

Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to or 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.

DIABETES

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

HEAD LICE

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug store or grocery store. After the student has undergone one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return. The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice. More information on head lice can be obtained from the DSHS website at: <https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school> [See Board policy FFAA for more information.]

MEDICAID

The district may share information such as a student's name, and free & reduced-price meal eligibility status in order to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

MERCURY

Students should not be in possession of any item containing mercury. Mercury is a toxic chemical, which may cause serious and long-term health effects. When in contact with the skin, mercury can be absorbed into the body. In addition, mercury vapors can be inhaled. To avoid contamination, students must not handle mercury, in any form.

When mercury is discovered within a Carrollton-Farmers Branch ISD facility, it will require removal and disposal by a "Hazardous Material Team." If students are responsible for mercury exposure, they will be subject to disciplinary action. In addition, parents and/or students will be responsible for the cost of the removal, clean-up, disposal, and any other expenses resulting from the mercury exposure.

MRSA (METHICILLIN-RESISTANT STAPHYLOCOCCUS AUREUS)

Local health departments have received reports of contagious skin infections in athletic departments. These infections are caused by bacteria called Staphylococcus Aureus. They usually are easy to treat with inexpensive, well-tolerated antibiotics. However, some staph bacteria have developed resistance that the antibiotics can no longer kill. Although antibiotic-resistant infections pose a health threat, the following measures are effective against many infectious diseases.

Hand washing is the single most important behavior in preventing infectious disease. Students/athletes should be instructed in proper hand-washing techniques as follows:

- Use warm water
- Wet your hands and wrists
- Use a bar or liquid soap
- Work soap into a lather and wash between fingers, up to wrists, and under fingernails for at least 15 seconds
- Dry, using a clean cloth towel or paper towel
- Use alcohol-based hand sanitizers to wash hands immediately if they come in contact with any body fluid at the playing field or other places where hand-washing facilities are not available

Wash your hands as described above:

1. After sneezing, blowing, or touching your nose
2. Before and after close contact or using the toilet
3. Before leaving the athletic area

OTHER PRECAUTIONS

1. Keep your hands away from your nose, private areas, and groin.
2. Do not share towels, soap, lotion, or other personal care items, during gym class and/or on the sidelines at games.
3. Do not share clothing, pads, or other equipment
4. Shower with soap and water as soon as possible after direct contact sports
5. Dry using a clean, dry towel
6. Use a moisturizing lotion to prevent dry, cracked skin
7. Prewash or rinse with plain water items that have been grossly contaminated with body fluids
8. Wash your towels, gym clothing, uniforms, scrimmage shirts, and any other laundry in hot water and ordinary detergent and dry on the hottest possible cycle
9. Report any draining wounds to your athletic trainer and/or school nurse

OPTING OUT OF HUMAN SEXUALITY INSTRUCTION

To remove your student from human sexuality instruction, please contact the principal of the school your child attends.

OUT-OF-STATE ORDERS/PRESCRIPTIONS

Orders from physicians licensed in other US states may be accepted on a temporary (30-day) basis while families new to Texas establish a medical home.

PEST MANAGEMENT

Carrollton-Farmers Branch ISD is subject to local, State, and Federal regulations when performing pesticide applications and controls under an Integrated Pest Management Policy. Notifications will be posted at designated locations throughout campus or office areas scheduled to receive pesticide treatments by certified personnel.

Pesticides may only be applied in school buildings or school property during periods in which students are not expected to be present for instruction or activities for 12 hours following treatment. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Questions may be directed to the Integrated Pest Management (I.P.M.) Coordinator, 972.968.6305.

PHYSICAL EDUCATION

A student may be excused from participating in PE for 3 consecutive days with a parent note. After the third day, a physician's note is required. A student must have a physician's note to be excused from the fitness gram test on the day that it is administered in class. Students who are temporarily restricted from participating 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 ACTIVITY FOR STUDENTS IN ELEMENTARY AND MIDDLE SCHOOL

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

A student who wishes to participate, or continue participation in, the district's athletics programs or other extracurricular activities governed by the UIL must submit certification from a healthcare provider authorized under UIL rules stating that the student has been examined and is physically able to participate in the relevant 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](#) for more information.

Students are also 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.

SPINAL SCREENING PROGRAM

School-based spinal screening helps identify adolescents with abnormal spinal curvature and in order to 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 Board policy FFAA (LEGAL). School nurses will conduct the screening in accordance with state law unless the school nurse receives one of the following on or before the day of the screening procedure each year:

- An affidavit of exemption from the parent, managing conservator, or guardian that the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member; or
- Documentation of a professional examination performed by a health practitioner licensed under state law and whose expertise addresses the diagnostic needs of the student.

If parents have questions regarding screening procedures, they should contact the school nurse. Spinal screening is noninvasive and conducted following the most recent, nationally accepted, and peer-reviewed standards for spinal screening.

PHYSICAL FITNESS ASSESSMENT

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the physical education teacher to obtain the results of his or her child's physical fitness assessment conducted during the school year. <https://tea.texas.gov/texas-schools/health-safety-discipline/physical-fitness-assessment-initiative>

SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) and/or Director of Health Services held four meetings. Additional information regarding the district's School Health Advisory Council is available from the Health Services Office. [Board policies BCF and EHAA.]

Notification of upcoming SHAC meetings will be posted at each campus at least 72 hours before the meeting, Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.cfbisd.edu.

STEROIDS

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

Bodybuilding, muscle enhancement, or the increase or 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 competitions may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at <http://www.uiltexas.org/health/steroid-information>.

SURGERY

Please alert your campus administrator and RN if your student requires surgery. A physician's release is required to return to school after surgery.

TELEHEALTH

Documented healthcare 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 Wi-Fi or Internet, for telehealth appointments because the use of district-owned equipment and its network systems is not private and will be monitored by the district.

VISION, HEARING, ACANTHOSIS NIGRICANS & PROCEDURES

Vision and hearing screenings are state-mandated for all students new to the district, students in pre-kindergarten, kindergarten, and grades 1, 3, 5, and 7. Additionally, referrals will be made upon request. Hearing screening includes a pure-tone hearing test and may also include an impedance-hearing test to further identify a problem. Acanthosis nigricans (a skin condition that signals high insulin levels in the body) screenings will be conducted on students in grades 1, 3, 5, and 7. Screening for vision, hearing, and Acanthosis nigricans, will be conducted on students in accordance with state law unless the school nurse receives on or before the day of the screening procedure each year one of the following:

- An affidavit of exemption from the parent, managing conservator, or guardian that the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member; or
- Documentation of a professional examination performed by a health practitioner licensed under state law and whose expertise addresses the diagnostic needs of the student.

If parents have questions regarding screening procedures, they should contact the school nurse.

Explanation of Directory Information Form

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.

If you wish to limit access to your child’s directory information, this form must be completed online and/or returned to your child’s school by Friday, August 16, 2024.

DIRECTORY INFORMATION

Federal and state laws safeguard student records from unauthorized inspection or use as well as provide parents and “eligible” students with certain rights. Virtually all information about individual student performance such as individual test scores, grades, discipline records, medical records, etc. is considered confidential and is not released without a parent’s consent. However, certain student “Directory Information” is public unless parents make an annual request in writing.

Carrollton-Farmers Branch ISD has designated the following as “Directory Information”: student’s name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. (Board policy FL LOCAL)

Under Texas Education Code Sec. 26.013, parents have the right to decide who can have access to their student’s directory information. For example, parents can choose to restrict access to their student’s directory information by any outside third parties. Third parties may be vendors, companies, or others who are interested in asking you or your student to purchase products or services. (Board policy FL LEGAL)

RELEASE OF DIRECTORY INFORMATION FOR SCHOOL-SPONSORED PURPOSES ONLY

Parents can choose to allow a limited release of directory information for school-sponsored purposes only. These school-sponsored purposes include campus and district publications (such as the yearbook or student newspapers), student recognition activities, printed programs for extracurricular activities, campus and district websites, and the district’s cable TV channel.

Carrollton-Farmers Branch ISD students are occasionally asked to participate in school and/or district publicity, publications, and/or public relations activities. A student’s name, picture, voice, verbal statements, or portraits (still or video) may appear in an individual school’s publicity, or district publications, videos or website if the parent has not denied permission through the directory information procedure. These may or may not personally identify the student. These items may also be used for instructional use through such activities as district staff training sessions. The district may use the pictures and/or videos in subsequent years.

EXPLANATION OF DIRECTORY INFORMATION FORM

Your “Directory Information” Form can also be found online when you enroll and a copy is also provided in the Student Handbook. If you wish to have your student’s directory information marked “private,” you must fill out the online or paper form for your student’s school within the required time.

If you do not fill out the form within the required time, then your student’s directory information will not be marked “private,” and will be available to anyone who asks for it. Please note that you must complete a new form each school year, even if you have done one in prior years.

INSTRUCTIONS FOR FILLING OUT THE “DIRECTORY INFORMATION” FORM

Parents who do not want their students' directory information released to third-party requestors (including companies who may solicit products or services) should select the option on the form to keep this information private. That option is entitled: “Do Not Release Directory Information to Third Parties.” By checking this option, your family will not receive materials from organizations that may be soliciting products or services.

If a parent checks “Do Not Release” in the second option “Do Not Release Directory Information for School-Sponsored Purposes,” the student will not be included in school-sponsored projects such as the school yearbook, newspaper, or student recognition activities. If a parent approves of the student being included in district and campus publications and positive publicity, then the parent should not check the second option.

VIDEO AND AUDIO RECORDINGS, NEWS MEDIA COVERAGE

State law does allow the district to videotape or record students for purposes of classroom instruction, safety, media coverage, or purposes related to co-curricular or extracurricular activities without parental permission.

Print or electronic news media may report on-campus activities as well as student achievements. Pictures and activities may appear in print or electronic news media. Additionally, from time to time, various members of the news media may film, record, or write about school activities and students. Students and their schoolwork may be individually identified or shown in such films, recordings, or writings.

Carrollton-Farmers Branch ISD has no control over the form, content, use, or distribution of materials produced by outside news media. Parent consent is not required for such news media coverage; the district does not assume responsibility for maintaining a record of such coverage.

DIRECTORY INFORMATION FORM FOR PARENTS/GUARDIANS OR ELIGIBLE STUDENTS (18 YEARS OF AGE OR OLDER)

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Carrollton-Farmers Branch ISD to disclose directory information from your child's educational records without your prior written consent, you must notify the district in writing within the first 10 days of instruction at the beginning of each school year, or within the first 10 days of enrollment of a new student.

Carrollton-Farmers Branch ISD has designated the following as Directory Information: student's name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study; degrees, honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

Do Not Release Directory Information to Third Parties

Parents who do not want their student's directory information released to third-party requestors (including companies and organizations who may solicit products or services) should indicate below to exercise the option for keeping this information private.

____ I do not want my student's directory information released to any third party, without my written consent, for non-school-sponsored purposes.

Do Not Release Directory Information for School-Sponsored Purposes

Parents who do not want their student's directory information released for limited school-sponsored purposes as defined herein should mark below to exercise the option of keeping this information private.

____ I do not want my student's directory information to be released for limited school-sponsored purposes, such as student recognition activities, yearbook or student newspaper, printed programs for extracurricular activities,

news releases to local media, district/campus website, district/campus video, district/campus publication, and similar purposes. (If a parent checks this option then a student would NOT be included in the yearbook/student publications, positive publicity, etc.)

Secondary Students Only

Federal Law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.) to provide a military recruiter or an institution of higher education, on request, with the name, address, and telephone number of a secondary student unless the parent has advised the district that the parent does not want the student’s information disclosed without the parent’s prior written consent.

____ I do not want the name, address, and telephone number of my secondary student released to a military recruiter or to an institution of higher education. NOTE: This means information will NOT be released to the military OR colleges.

Acknowledgment

Student ID Number

Name of school

Print Name of Student

Date

Signature of Student

Print Name of Parent/Guardian

Date

Signature Parent/Guardian or student 18
years of age or older

GLOSSARY

Accelerated instruction including supplemental instruction, is an intensive supplemental program designed to help an individual student in acquiring 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-Aspire refers to an assessment that replaced the ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ACT (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.

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

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

CBC stands for Campus Behavior Coordinator.

CPS stands for Child Protective Services.

DAEP stands for Disciplinary Alternative Education Program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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 end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performances on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and United States History.

ESSA is the federal Every Student Succeeds Act.

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

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

IGC is the Individual Graduation Committee, formed in accordance with state law, to determine a student's eligibility for graduation 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 any high school student 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 and serves as the basis for the awarding of National Merit Scholarships.

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

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

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

State Mandated Assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

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

Appendix A
2024 – 2025 Contact List of Campus Administrators

Elementary Schools *Bilingual	PRINCIPAL *Bilingual	Asst. or Assoc. Principal *Bilingual
*Blair	Amy Bridges	Jennifer Atchison
*Blanton	Dr. Tricia Badillo	Toshia Blue
*Carrollton	Monica Koen	*Melinda Diaz
*Central	*Luz Soto-Dimas	Sarah Sanchez
Country Place	Amy Miller	Mary Reed
*Davis	Tracey Battle	Lauren Hall
*Farmers Branch	Rachel Langston	Nicole Linscomb
Freeman	Roma Jain	Dipa Thakkar
Furneaux	Lori Parker	Julie Eich
*Good	Dorothy Ortiz	Chelsea Alvarado
Kent	Debbie Williams	Samantha Gonzalez
Landry	Dr. Eric Cockerham	Xzandria Turner
Las Colinas	Jason Barnett	Shashi Panatpur
La Villita	Tara Sublette	Victoria (Viki) Fields, nShamsah Sheikh
McCoy	Dr. Charlotte Thomas	Megan Britton
*McKamy	Matt Pruitt	Alexandra (Alex) Klarer
*McWhorter	Eddie Reed	*Yoely Alfano, Shenia Brass
Rainwater	Nicole Greenleaf	Juliana (Jules) Davis
*Riverchase	LaTonda Cherry	Talisha Anthony
Rosemeade	Dreama Mayfield	Kori Johnson
*Sheffield	Robert Atchison	*Priscilla Monroy, Joshua Nasiatka
*Stark	*Christina Estrada	Melissa Garcia
*Strickland	Beth Chamberlin	*Dolly Viera
*Thompson	Jamie Foster	Stephanie Muzio

Middle Schools *Bilingual	PRINCIPAL *Bilingual	Asst. or Assoc. Principal *Bilingual
Blalack	Dr. Keith Davis	Dr. Kelvin Land, Lauren Hawke
Bush	Lacey Tilley	Patrick Moroney, Moniqueca Long
Field	James (JR) Hughes	Luke Geddie, Amber Cottingham
Long	*Dr. Jose Ramos	Staci Jackson, Tiffani Milton
Perry	*Vicky Cisneros	Lisa Bates, Matt Smith
Polk	Danielle Ford	James Henneke, Demarcus Howard
High Schools *Bilingual	PRINCIPAL *Bilingual	Asst. or Assoc. Principal *Bilingual
Creekview	*Leon Sulak	Assoc - Dana Macedo, Brian Anderson Michael Woods, *Dawn Rink, Veronica Rolen
Smith	Dr. Stephanie Jimenez	Assoc - Robyn Elliott, *Vanessa Smith, James (Jimmy) Fellbaum, Malcolm Watson, Isaiah Young
Turner	Chad Hunter	Assoc - Katie Palmer, Andrea Godwin, Michael Padgett, Calvin Capps, Liz Binion
Ranchview	Kara Miller	Assoc - Ashley Davidson, Ladacher Jackson, Sean Walker
AEP Salazar	LuEva Collins	Stephanie Lopez
Grimes	LuEva Collins	Austin Harmon
Early College HS	Timothy Isaly	Richard Hyde - Admin Intern

Appendix B Bullying Complaint Process

Step 1	Report of bullying received (complaint form, e-mail, call, conference, letter, student/teacher/parent report, direct observation, anonymous report, etc.)
Step 2	Take immediate steps to ensure the student is safe from the alleged bullying
Step 3	Investigate allegations promptly (usually within 10 school days)
Step 4	Notify the parent of the alleged victim no later than three business days after the report of the incident and notify the parent of the alleged bully within a reasonable time after the incident
Step 5	Determine whether bullying occurred using the district-approved checklist.
Step 6	Determination is made by an administrator and appropriate action is taken. (i) If the behavior does not meet the definition of bullying apply appropriate consequences for the misbehavior and/or develop action plans as appropriate for all involved and notify the parents of the findings. (ii) If the behavior does meet the definition of bullying: apply appropriate consequences, implement corrective actions, and notify the parents of the findings

Bullying is defined 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 [which occurs in situations over which the school has jurisdiction] AND (i) 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; (ii) is sufficiently severe, persistent or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school. Bullying includes cyberbullying, which is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool. See Board Policy (FFI)

Appendix C

Student Cell Phone Guidelines for Schools

To promote the best possible learning and social environment in Carrollton Farmers Branch ISD, students will not use their phones/airpods during the school day unless permission is provided by an authorized district employee. These regulations intend to establish a cell phones/airpods-free environment and avoid cell phones/airpods from distracting and interrupting learning causing the loss of valuable instructional time.

Statement of Expectations

Campus administrators will state expectations clearly and reinforce the importance of maintaining a cell phone-free environment at the beginning of the year. Administrators will monitor cell phone/airpods violations to inform the need for reinforcement and support. Also, any headphone usage will occur based on the approval and expectations set by individual classroom teachers. CFBISD's continued focus will be on the mitigation of educational distractions precipitated by the use of cell phones/airpods during instructional time.

Consequences

If a student uses his/her cell phone/airpods during the school instructional day without the explicit permission of an authorized district employee, it will result in the confiscation of the cell phone/airpods and adherence to the following graduated offenses stated below. Authorized district employees who will be responsible for cell phone/airpods confiscation will include administrators and teachers.

<u>1st Offense</u>	<ul style="list-style-type: none"> ● Phone will be kept in the assistant principal's office for the day, contact parent/guardian. ● Parent MUST pick up the cell phone (Student will not be allowed to retrieve his/her phone from the office.) ● Warning to student and parent/guardian about additional consequences for non-compliance of the cell phone-free environment. ● Offense noted on code of conduct referral with cell phone violation action code chosen. ● A fee of \$15 may be charged for a confiscated cell phone.
<u>2nd Offense</u>	<ul style="list-style-type: none"> ● Phone will be kept in the assistant principal's office for the day, contact parent. ● In-person meeting scheduled with parent/guardian. ● Parent MUST pick up the cell phone (Student will not be allowed to retrieve his/her phone from the office.) ● Offense noted on code of conduct referral with cell phone violation action code chosen. ● Student assigned school detention. (Warning phone plan may be needed.) ● A fee of \$15 will be charged for a confiscated cell phone.
<u>3rd Offense</u>	<ul style="list-style-type: none"> ● Phone will be kept in the assistant principal's office for the day, parent/guardian is contacted. ● Parent/Guardian MUST pick up the cell phone (Student will not be allowed to retrieve his/her phone from the office.) ● Offense noted on code of conduct referral with cell phone violation action code chosen. ● Student assigned 1 day of ISS.

	<ul style="list-style-type: none"> ● A fee of \$15 will be charged for a confiscated cell phone.
<p><u>4th Offense and all Subsequent Offenses</u></p>	<ul style="list-style-type: none"> ● Phone will be kept in the assistant principal's office for the day. ● In-person meeting scheduled with parent. (Develop/Review phone plan.) ● Parent/Guardian MUST pick up the cell phone (Student will not be allowed to retrieve his/her phone from the office.) ● Offense noted on code of conduct referral with cell phone violation action code chosen. ● Student assigned 1-3 days of ISS. ● A fee of \$15 will be charged for a confiscated cell phone.

Appendix D

District-Wide Guidelines for Extracurricular Students

A. OVERVIEW

The privilege of representing the Carrollton-Farmers Branch in extracurricular activities carries with it a greater responsibility to conduct oneself with respect and dignity and to serve as a role model for all students. Consequently, extracurricular activity participants are expected to comply with the Extracurricular Code of Conduct (ECC) at all times, regardless of location. This includes both on and off-campus conduct as well as evenings, weekends, holidays, and summer vacation. These guidelines and statements of consequences apply to all students involved in extracurricular activities. The purpose of these guidelines is to deter and eliminate the violation of all prohibited activity, establish consistency in consequences across all activities, promote a high-quality educational experience in all activities, assist CFBISD in maintaining order, and a safe learning environment, and promote a high level of civic and individual responsibility among students.

These guidelines pertain to the following activities during school and non-school time such as the use of alcohol, tobacco, illegal drugs; hazing, bullying, harassment, theft, criminal offenses, and abuse of media. These activities may result in placement in the District's Disciplinary Alternative Education Program (DAEP). To ensure consistency among activities, these guidelines shall be used by all extracurricular groups and reviewed by the athletic director and campus administrators. However, nothing in these guidelines prohibits an extracurricular activity sponsor from developing activity guidelines and rules to address topics that are specific to his or her discipline. Extracurricular students and their parents should refer to Board policy FO (LOCAL). [FO\(LOCAL\)](#)

B. DEFINITIONS

The following definitions will apply to these guidelines:

Bullying/Harassment- Written or verbal expression, including electronic communication, (a social media application, an internet website, or any other internet-based or electronic communication tool) or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District that exploits an imbalance of power and interferes with a student's education or substantially disrupts the operation of a school, and that (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to a student's property; (2) is sufficiently severe, persistent and pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (4) infringes on the rights of the victim at school. Bullying can be a single act or a pattern of acts and includes cyberbullying. For additional information on bullying refer to Board policy. [FFI\(LOCAL\)](#)

Extracurricular Activities- School-sponsored activities including but not limited to Dance & Drill Teams, Bell Guards, Cheerleaders, Spirit Groups, Sports, Fine Arts, Clubs, UIL governed Activities, Mock Trials, AC DEC, and other school-sponsored student activities unique to the campus.

Hazing- An intentional, knowing, or reckless act, occurring on or off the campus, by one person alone or acting with others, directed against a student, that subjects the student to an unreasonable risk of harm or adversely affects the mental or physical health or safety of a student for the purpose of pledging, initiating into, affiliating

with, holding an office in, or maintaining membership in an organization. Consent to or acquiescence in the hazing activity does not excuse the student from responsibility for the misconduct.

Leadership Position- A position or office an extracurricular student holds in an organization or group by election or appointment. Such positions may include without limitation: captain, officer, squad leader, drum major, and section chair.

Parent/Guardian- A student's parent(s)/guardian(s) or other person in lawful control of the student.

Period of removal- Period of time during which an extracurricular student is excluded from any participation in an extracurricular activity due to violation of the prohibitions.

Possession- To knowingly have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from school or school-related events or activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

Prescription Drugs- A drug authorized by a licensed physician specifically for that student. A student who uses a prescription drug in a manner prescribed by the student's physician and who has followed school policies in such use may not be considered to have violated this policy.

UIL Competition Date- A day on which the individual or group competes or performs in a UIL or non-UIL-sponsored activity when the school is represented.

Use- With respect to alcohol or unlawful substances, voluntarily consuming, injecting, ingesting, inhaling, or otherwise introducing into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

C. EXPECTATIONS

CFBISD expects that all students, including students who participate in any extracurricular activities (extracurricular students), will conduct themselves at all times, including both school and non-school time, in an exemplary manner that brings honor to the District, their school, and themselves. Participation in extracurricular activities is a privilege and is conditioned on the student's compliance with all rules and regulations of the extracurricular activity and any District policies and guidelines. The following conduct is strictly prohibited:

Prohibitions

1. The use, possession, sale, or furnishing to others alcohol, tobacco, electronic cigarettes, drugs, or drug paraphernalia of any kind.
2. The act of bullying, hazing, or harassment as defined by the Student Code of Conduct.
3. The involvement in criminal activity, whether on or off campus.

Any student who participates in the above-mentioned conduct will be subject to disciplinary measures which may include, but are not limited to, removal from extracurricular activities.

Note: According to the Education Code:

The board of trustees of a school district is not required by Subsection (a) or Section 11.1511(b) (13) to address a complaint that the board receives concerning a student's participation in an extracurricular activity that does not involve a violation of a right guaranteed by this chapter. This subsection does not affect a claim brought by a parent under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) or a successor federal statute addressing special education services for a child with a disability. Tex. Educ. Code 26.011(b).

D. VIOLATIONS

An extracurricular student violates the prohibitions if he or she:

1. Receives any citation for or be arrested for illegal alcohol/tobacco/drug activity or substance on or off school property. (see note below)
2. Performs or participates in an extracurricular activity while under the influence of alcohol or other drugs.
3. Participates in any form of hazing, bullying, or harassment.
4. Engages in abuse of media in any media.

Note: An extracurricular student who receives a MIP, MIC, DUI, DWI, or other alcohol/tobacco/drug citation or is charged with a criminal offense shall promptly notify the activity sponsor. An extracurricular student who fails to do so may be subject to further disciplinary action once the activity sponsor or administrator learns of the offense.

E. PROCEDURES

When an activity sponsor/coach/director or campus administrator learns that an extracurricular student has violated the prohibition(s), the sponsor will gather as much information as is available about the suspected violation and shall immediately communicate with the campus administrator who will conduct a formal investigation. In addition, the District Athletic Director or the District Director of Fine Arts shall be notified. The sponsor/coach/director or administrator will notify the student and his/her parent/guardian of the suspected violation of the prohibition(s) and offer the student and his/her parent/guardian a conference with the administrator or designee and/or sponsor/coach/director to give them an opportunity to provide information about the student's suspected actions.

If it is determined that a violation did occur, the administrator and the sponsor/coach/director will determine the start date for the consequence and will notify the student and his/her parent/guardian in writing of the start date and reasons for any consequences imposed. Consequences will not be delayed for a student or parent/guardian who refuses to meet with the District staff.

When a student self-reports a violation of these guidelines that does not result in the issuance of a citation or other penalty from law enforcement before the District otherwise learns of the student's actions, the District may, in its sole discretion, consider the student's self-report as a mitigating factor to support a reduced probationary period for a first offense. A student or parent/guardian who is not satisfied with the outcome of the conference or the principal's decision may follow District guidelines for parent/guardian concerns, but the consequence will not be delayed during the appeal process.

F. CONSEQUENCES

All extracurricular students are expected to comply with these guidelines. An extracurricular student who does not do so is subject to disciplinary action. Some offenses may be so severe that they will result in immediate removal of the student from the extracurricular activity and/or Disciplinary Alternative Education Program

(DAEP) placement. Where appropriate, the District may consider alternative discipline options for first-offense violations.

1. First Offense: Probationary Removal

Except where the severity or circumstance of a student's offense is so extreme that immediate removal to DAEP, expulsion, or immediate removal from a program is required, a student's first violation of the prohibition will result in the following: (1) removal for the remainder of the school year from all leadership positions he or she holds, including any such positions that the student might seek or be appointed to later in the school year; and (2) except where the first violation also results in DAEP placement or expulsion, removal from all extracurricular activities for 20 school days or UIL Competition dates.

If the offense occurs or notice of the offense is received after the conclusion of the school year, or the extracurricular activity in which the student participates is **not** in season, or there are fewer than 30 school days remaining in the season of the extracurricular activity in which the student participates or at a time when the student is not participating in extracurricular activities because of the student's academic standing, a health-related reason, or for any other reason, the removal period will not begin until the time that the student would otherwise begin participation or otherwise be eligible to participate in extracurricular activities.

A student/parent/guardian/principal or designee conference is required to discuss the merits and consequences of the offense and to discuss the effective start date of the removal period.

If the offense involves drugs or alcohol the student must complete and show documentation of participation in a counseling or alcohol/drug educational program during the 20-day removal period. Failure to complete the required intervention will result in a continued removal period for the student. If the leadership position from which the student is removed is connected with a credit-bearing class, the student may continue to remain enrolled in the class and the sponsor/coach/director will determine appropriate activities for the student.

Students **must** participate in practices for extracurricular activities while on probation.

*If competition or performance is scheduled during the summer or on a school holiday (excluding weekends), any days on which the student's team or group competes or performs will be counted toward the completion of the 20-day probation period.

If the conduct results in the student's placement in DAEP, the period of removal shall be served upon return from the DAEP. (If **not** in season the 20 days will start when the season begins.)

An extracurricular student can receive only **one** probation period for violating the prohibition during the student's high school career.

2. Second Offense or Subsequent Offenses: (Removal)

A second offense or subsequent offenses will result in removal from all of the following: (1) extracurricular activities, and (2) leadership positions for the remainder of the school year.

If the offense occurs or notice of the offense is received at a time when there are fewer than 60 school days remaining in the season when the extracurricular activity in which the student participates is **not** in season, or if the offense occurs or notice of the offense is received at a time when the student is **not** participating in extracurricular activities because of the student's academic standing, a health-related reason, or for any other

reason, the removal period will **not** begin until the time the student would otherwise begin participation or otherwise be eligible to participate in extracurricular activities.

If the infraction occurs and/or is discovered 60 or fewer days prior to the end of the school year, the student will be removed from all extracurricular activities and leadership positions for at least 60 school days or UIL Competition dates. The removal days may extend into the next school year.

When a second or subsequent infraction occurs after the end of the school year, the student will be removed from all extracurricular activities for the entirety of the following school year. At the beginning of a new school year, an extracurricular student is eligible to participate in extracurricular activities and to pursue future leadership positions after a second or subsequent offense if the student has complied with all conditions of his/her removal for the second or subsequent offense.

Appendix E
Carrollton-Farmers Branch ISD
Extracurricular Activity Acknowledgment and Agreement Form
(Applies to both School and Non-School Times)

Student Statement

My signature below certifies that I have read and understand the CFBISD District-Wide Guidelines for extracurricular students. I agree to comply with all rules and regulations in these guidelines and any additional rules adopted by my school as a condition of participation as a member of an extracurricular activity. Failing to comply with these guidelines may result in disciplinary action, including dismissal from all extracurricular activities.

Printed Name of Student

Student Signature

Date Signed

Parent/Guardian Statement (for students under 18 years of age)

My signature below certifies that I have read and understand the CFBISD District-Wide Guidelines for extracurricular students. I know that my student must comply with all rules and regulations written in these guidelines and any additional rules adopted by my student's school as a condition of participation in an extracurricular activity. I understand that his or her failure to comply may result in disciplinary action, including dismissal from all extracurricular activities.

Printed Name of Parent/Guardian

Parent/Guardian Signature

Date Signed

Appendix F

COMPULSORY ATTENDANCE

In accordance with state law, Carrollton-Farmers Branch ISD is required to monitor attendance for all school-age students within the Carrollton-Farmers Branch ISD boundaries. If a student is found to be out of compliance with state compulsory attendance laws, parent notification as shown below will be provided. If you are concerned about compulsory attendance or receive a letter regarding your student's attendance, please contact the campus and request to speak with the campus attendance office immediately to schedule a conference.

PARENTS COMPULSORY ATTENDANCE WARNING NOTICE

Parent: _____ Date: _____

This letter is to notify you that _____ whom you stand in parental/guardian relationship with has been non-compliant with compulsory school attendance as required by State law. The law in the State of Texas requires a child to attend school in accordance with Texas Education Code 25.085 and Texas Family Code 65.002. The Compulsory Attendance law states:

Unless specifically exempted by Section 25. 086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th birthday shall attend school.

As a parent, legal guardian, or person standing in a parental/guardian relationship with a student, you are responsible for monitoring the student's school attendance and requiring the student to attend school. You must request a conference immediately with the school administration and the school Attendance Officer to discuss the absences and their consequences. If, after this warning, your student continues to demonstrate truant conduct as defined by the law, the parent/guardian commits the offense of PARENT CONTRIBUTING TO NONATTENDANCE and may be subject to adjudication by the court. The Texas Family Code 65.103 & Texas Education Code 25.093, provide that conviction of this offense is a Misdemeanor punishable by fines up to \$100.00 for first-time offenders. Each day the student remains out of school after this warning has been given or the student is ordered to attend school by the court, may constitute a separate offense.

- First Offense - A maximum of \$100
- Second Offense - A maximum of \$200
- Offense - A maximum of \$300
- Offense - A maximum of \$400
- Offense - A maximum of \$500

A student's unexcused absence as defined by the law may constitute the offense of TRUANT CONDUCT which is defined by the Texas Education Code 25.094 and/or TRUANCY which is defined in the Texas Family Code 51.03(b)(2). Truancy is the absence of a child on ten (10) or more days or parts of days within a six-month period from school.

If a student is truant, the school Attendance Office must refer the child to court for appropriate legal action. This may result in the student being filed or adjudicated as a "Child in need of supervision" according to the Texas Family Code. Additionally, the child shall be disciplined according to the school district's policy regarding truancy. The charges of PARENT CONTRIBUTING TO NONATTENDANCE and FAILURE TO ATTEND SCHOOL are serious offenses. The conviction and/or adjudication of these offenses may result in monetary fines, court costs, and other consequences against you and your child. Please take due notice of this warning and take appropriate measures to ensure that your child attends school regularly. Please contact the campus attendance office immediately to schedule a conference regarding your child's attendance.