Cuero Independent School

District

2026-2027 STUDENT HANDBOOK

Updated 9/22/2026

CUERO ISD MISSION STATEMENT, GOALS, AND OBJECTIVES

OBJECTIVES

The objectives of public education are:

Objective 1: Parents will be full partners with educators in the education of their children.

Objective 2: Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

Objective 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 11: The State Board of Education, TEA, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

GOALS

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

Goal 1: The reading and writing of the English language.

Goal 2: The understanding of mathematics.

Goal 3: The understanding of science.

Goal 4: The understanding of social studies.

The mission of Cuero ISD is to empower all students to reach their potential and become responsible, respectful citizens by teaching an enriched curriculum using all available resources.

BOARD OF TRUSTEES

DISTRICT 1 *Sean Douglas*	***DISTRICT 3*** *Wanda Zuniga*	***DISTRICT 5*** *Bill Hamilton*
DISTRICT 2 *Gerard Gonzales*	***DISTRICT 4*** *Justin Cooper*	***DISTRICT 6 & 7*** *Courtney Kubesch & Mary Sheppard*

The board usually meets on the third Thursday of each month at 6:30 p.m. except for the months of September and October. In September and October, the regular meetings of the Board shall be held on the third Monday at 6:30 p.m. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the Bulletin Board at the Cuero ISD Administration Building and on the District website at least 3 business days before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

CUERO ISD 960 East Broadway, CUERO, TX 77954 361-275-1900

Interim Superintendent……*Bill Hefner*

Executive Assistant to Superintendent/HR Director……. *Courtney Toller*

Deputy Superintendent……..*Kimberly Fleener*

Business & Finance Manager…….*Oscar Ray*

Special Education Director…….*Crystal Hamilton*

Athletic Director……..*Jerod Fikac*

Nurse Supervisor……*Melissa Battles*

Facilities & Maintenance Director……*Dwayne Noack*

Technology Director……..*Oscar Ray*

Transportation Director……*Rebecca Johnson*

PEIMS Coordinator……*Bailey Bullock*

Food Service Director……*Sandra Hernandez*

Superintendent's Office	275-1914	FAX	275-2981
Business Manager	275-1913	FAX	275-8597
Accounts Payable	275-1919	Payroll	275-1912
Deputy Superintendent	275-1922		
Transportation Director	275-1918		
Athletic Department	275-1940	FAX	275-6354
District Nurse	275-1917	Director of Special Ed	275-1903
District Librarian	275-1935	PEIMS	275-1920
Facilities Director	275-1909	PAC & Ed Foundation	275-1924
Technology Director	275-1994	Foodservice	275-1932

Cuero High School Alma Mater

Hail to thee our Alma Mater,
Hail to Cuero High.
Hail to thee our Alma Mater,
Hail to Green and White.
We will always strive to honor;
Love thee, do or die.
Hail to thee our Alma Mater,
Hail to Cuero High.

Cuero ISD Fight Song

Wave the flag for Cuero High School,
All hail that grand old name.
Wave the flag for Cuero High School,
Watch us win this game.
let us go, you fighting Cuero Gobblers,
And fight with all your might.
Wave the flag for Cuero High School,
And we'll win for Green and White.

Cuero Junior High School Song

Hail to Cuero Junior High,
With our colors green and white.
We will always strive to be,
Faithful, loyal, true to thee.
And when times are bad or good,
Through our loss or victory,
We will love thee, do or die,
Hail to Cuero Junior High.

How to Be a Gobbler Fan

All students should follow the guidelines below when cheering for the Cuero Gobblers:

- All students Pre-K through Grade 6 must be accompanied at all times by a parent, guardian, or other responsible adult.
- Exhibit good sportsmanship.
- Sit in the stands.
- Watch the game.
- Yell for the Gobblers.
- Show school spirit.
- Wear green and white.
- Be respectful of other fans.
- Throw your trash away.
- Take care of Gobbler Stadium/Athletic Facilities.

ACKNOWLEDGMENT

Student Code of Conduct Acknowledgment

Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the *Student Code of Conduct* in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student's teacher or campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student's school.

Thank you.

Bill Hefner, Interim Superintendent

My child and I have received a copy of the ***Cuero ISD Student Code of Conduct*** and the ***Cuero ISD Student Handbook*** for the 2026-2027 school year. I understand the handbook contains information that my child and I may need during the school year and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the *Student Code of Conduct*. If I have any questions regarding the handbook or the Code of Conduct, I should direct those questions to the principal at my child's campus.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy or to electronically access at www.cueroisd.org the *Cuero ISD Student Handbook* and the *Student Code of Conduct* for 2026-2027.

I have chosen to:

- ☐ Receive a paper copy of the *Student Handbook* and the *Student Code of Conduct.*
- ☐ Accept responsibility for accessing the *Student Handbook* by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the *Student Code of Conduct*. If I have any questions regarding this handbook or the *Student Code of Conduct,* I should direct those questions to the campus principal or superintendent.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

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

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

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Cuero ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of child's first day of instruction for this school year.

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

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; 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.

For the following *school-sponsored* purposes:

CISD BOARD POLICY [FL (LOCAL)] states: For the purposes of this policy, "school officials" shall mean any employees, trustees, or agents of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for placement of students with disabilities. The term also includes attorneys, consultants, and independent contractors who are retained by the District, by cooperatives of which the District is a member, or by facilities with which the District contracts for placement of students with disabilities.

School officials have a "legitimate educational interest" in a student's records when they are 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; or investigating or evaluating programs.

The Cuero ISD has designated the following information as directory information:

- student name,
- address,
- telephone listing,
- e-mail address,
- photograph,
- date and place of birth,

- major field of study;
- degrees, honors, and awards received;
- dates of attendance;
- grade level;
- most recent educational institution attended;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), (**do give**) (**do not give**) the district permission to use the information in the above list for the specified school-sponsored purposes.

Parent signature _____ Date _____

***For all other purposes*,** the Cuero ISD has designated the following information as directory information:

- student name,
- address,
- telephone listing,
- e-mail address,
- photograph,
- date and place of birth,
- major field of study;
- degrees, honors, and awards received;
- dates of attendance;
- grade level;
- most recent educational institution attended;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams

Parent: Please circle one of the choices below:

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

Parent signature _____ Date _____

Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Release of Student Information to Military Recruiters and Institutions of Higher Education** for more information.]

Parent: Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____ (*student's name*), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education without my prior written consent.

Parent signature _____ Date _____

Consent/Opt-Out

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

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

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

Please note that this notice and authority to consent transfer from the parent to the student when the student reaches 18 or is an emancipated minor under state law.

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to the assistant superintendent of curriculum and instruction at 361-275-1922. The assistant superintendent will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.

The District shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when activities, described below, are scheduled or expected to be scheduled. The following activities require notification under this section:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information.

2. The administration of any survey containing one or more items described at STUDENT RIGHTS, above.

3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students.

Consent/Opt-Out Form

Surveys Concerning Private Information

Should a survey be given, it will be an anonymous survey that asks students questions.

A parent must sign and return this consent form no later than 10 days from your child's first day of school if you would permit your child to participate in this survey.

_____

Parent's Signature Date

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to your child's campus. The principal's office will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.

Consent/Opt-Out Form

Opt-out for Nonemergency Physical Exam or Screening

This is not required for hearing, vision, or scoliosis screenings, or any other screenings/exams required by state law.

To opt out: A parent must sign and return this consent form no later than 10 days from your child's first day of school if you do not want your child to participate the nonemergency physical exam or screening.

_____

Parent's Signature Date

NOTICES TO PARENTS

Statement of Nondiscrimination

In its efforts to promote nondiscrimination, the Cuero ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex:
  Kimberly Fleener, Cuero Administration Offices, 960 East Broadway, Cuero, TX 77954.
  Phone: 361-275-1922.

- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:
  Kimberly Fleener, Cuero Administration Offices, 960 East Broadway, Cuero, TX 77954.
  Phone: 361-275-1922.

- All other concerns regarding discrimination: See the superintendent:
  Cuero ISD Administration Offices, 960 East Broadway, Cuero, TX 77954. Phone: 361-275-1914.

Asbestos Management Plan (All Grade Levels)

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, and is available in the Cuero ISD Administration offices. If you have any questions, please contact the Superintendent's Office at 361-275-1914

Pest Management Plan (All Grade Levels)

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the Dwayne Noack, facilities director or Robert Bermea, CISD IPM contact at 361-275-1909.

Additional Notices

Other important notices in the *Student Handbook* cover the following topics:

- Student participation in a survey, analysis, or evaluation;
- Opting out of surveys and data collection activities;
- Requesting the professional qualifications of teachers and staff;
- Requesting a transfer of your child to a safe public school;
- Assistance to students who have learning difficulties;
- Student records;
- Bacterial meningitis;
- DeWitt County Juvenile Probation Letters;
- Career and technology programs;
- Homeless students; and

- School lunch programs.

Please take some time to review these notices and other important information contained in the *Student Handbook*.

Use of Student Work in District Publications

Occasionally, the Cuero Independent School District wishes to display or publish student artwork, projects, photos taken by the student, or other original work on the district's Web site, a Web site affiliated or sponsored by the district, such as a campus or classroom Web site, and in district publications. The district agrees to only use these student projects in this manner.

State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), (**do give**) (**do not give**) the district permission to use my child's artwork, projects, photos, or other original work in the manner described above.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

LETTER TO PARENTS REGARDING USE OF ONLINE TECHNOLOGY RESOURCES

Dear Parent:

Your child has access to a variety of technology resources through the District, including online applications for use on or off campus. Resources such as online encyclopedias, instructional videos, interactive tutorials, and many other applications offer teachers, students, and families an unprecedented variety of tools to enhance effective teaching and learning.

All websites, digital subscriptions, and technology tools made available to students through the District have been vetted by the District's technology team for quality, appropriateness, online security, and data privacy.

Additionally, the District contracts with certain providers of online educational services to provide District services and functions, including essential instructional and logistical programs such as the District's online grade book and the online lunch account management system. Where personally identifiable student information is implicated, service providers act as District officials and access only the information needed to perform the contracted service. These outside parties are under the District's direct control with respect to the use and maintenance of student data. A list of such services and the nature and type of student information used is available at http://www.cueroisd.org/Content/list.

It is important that you and your child read the enclosed District policy and student agreement form and discuss these requirements together.

If you have questions or need help understanding these materials, please contact the Technology Department: Oscar Ray at 361-275-1995.

STUDENT AGREEMENT FOR ACCEPTABLE USE OF THE DISTRICT'S TECHNOLOGY RESOURCES

Responsible Use Technology Agreement

The Cuero ISD (CISD) network is defined as CISD's wired and wireless network infrastructure, servers, computer workstations, mobile technologies, peripherals, applications, databases, online resources, Internet access, email and all other interconnected technologies as they currently exist or become available. This includes any access to the CISD network by CISD-owned or personal devices while on or near school property, in school vehicles and at school-sponsored activities, and includes the use of CISD technology resources via off-campus remote access.

Availability of Access

Access to CISD's network is a privilege, not a right. Access shall be made available to staff, students and members of the public primarily for instructional and administrative purposes and in accordance with administrative regulations, CISD policy and law.

Monitoring, Restricting and Filtering

Use of the network shall not be considered confidential and may be monitored or restricted at any time by designated staff to ensure appropriate use for instructional or administrative purposes. CISD uses filtering devices and software that block access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee. CISD reserves the right to decrypt internet traffic as necessary to create a safe and secure environment for students.

Appropriate Use

- You are responsible for the use and protection of any network account assigned to you, including regular password changes in accordance with CISD password requirements and keeping your password private.
- Your account is to be used primarily for educational purposes, but some limited personal use is permitted as long as it does not unduly burden CISD technology resources or interfere with your educational responsibilities.
- You will be held responsible at all times for the proper use of CISD technology resources, and CISD may suspend or revoke your access if you violate the rules.
- As applicable, you must comply with CISD's record management program, the Texas Open Meetings Act, the Public Information Act, the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student and CISD records, and campaign laws.
- As applicable, you must maintain the confidentiality of health or personnel information concerning CISD employees and colleagues, unless disclosure serves lawful professional purposes or is required by law.

- Remember that people who receive email from you with a school address might think your message represents the school's point of view.

INAPPROPRIATE USE

- Using technology resources for any illegal purpose or in violation of CISD policy.
- Damaging technology resources in any way including:
    - o maliciously harming or destroying CISD equipment, materials or data
    - o Negligence of reasonable care for CISD equipment, materials or data
- Negligence of reasonable security protections on personal devices. For example, not applying security updates and not running anti-virus software on personal computers connected to the CISD network.
- Attempting to circumvent internet content filtering or disabling the filter is prohibited per federal law (Children's Internet Protection Act).
- Accessing sites not authorized under CISD's filtering policies.
- Creation of or login by student accounts to any online service not officially approved by CISD.
- Encrypting communications to avoid security review.
- Using any account or login credentials other than your own or sharing your account or login credentials with anyone else. You are responsible for anything that happens on your account.
- Pretending to be someone else when posting, transmitting, or receiving messages.
- Attempting to read, delete, copy, modify, or interfere with another user's work.
- Using resources to engage in conduct that harasses or bullies others.
- Posting, transmitting, or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal.
- Using inappropriate language such, as swear words, vulgarity, ethnic or racial slurs and any other inflammatory language.
- Posting or transmitting pictures of students without obtaining prior permission from all individuals depicted or from guardians of depicted students who are under the age of 18.
- Violating others' intellectual property rights, including uploading, downloading or using copyrighted information without permission from the copyright holder.
- Use of unlicensed software, or altering CISD installed software.

- Unauthorized scanning, probing or access of the CISD network. Any attempt to damage or degrade network services. Uploading or creating computer viruses.
- Wasting resources through improper use of CISD's network, including creating and distributing chain letters, sending spam, setting up equipment so that it can act as an "open relay" for third- party spammers, or providing products or services for pay, i.e., outside employment.
- Sending unauthorized broadcasts to official or private distribution lists, regardless of content or recipients.
- Gaining unauthorized access to restricted information or resources.
- If you are a student:
    - Posting or transmitting personal information about yourself or others, such as addresses and phone numbers
    - Responding to requests for personally identifying information or contact from unknown individuals
    - Arranging to physically meet people first met online in non-school related contexts. If a request for such a meeting is received, it should be reported to a teacher or administrator immediately.

Google G Suite

CISD will create accounts for all students to allow for collaborative sharing using G Suite. These tools are housed on the Internet and can be accessed from any Internet-connected device. No special software is required.

Google G Suite is a set of online tools for communication, collaboration and document storage. Provided by Google to CISD at no cost, these tools include Gmail, Calendar, Drive, Sites and Classroom. As Google continues to add new tools, CISD will evaluate each for its educational potential. CISD may add additional tools within Google G Suite throughout the school year.

Student Email Addresses

Students will be assigned a CISD student email account. This account will be considered the student's official email address until such time as the student is no longer enrolled in CISD. The naming convention will be first initial, last name followed by two random numbers, ending with @mycueroisd.org. Upon graduation from high school, the students' email will be accessible for the following two years.

Consent

By acknowledging receipt of the Student Handbook, Student Code of Conduct, and this Technology Responsible Use Technology Agreement, guardians are giving consent for their student to use their CISD Google G Suite account and related services.

Conduct

Students are responsible for appropriate behavior online just as they are in a school building. Communication with others should always be course-related. Students should notify the teacher of anything inappropriate or that makes them uncomfortable. Bullying will not be tolerated. The privacy of others should be respected at all times.

Special Note: Cyberbullying

Cyberbullying is defined as the use of any Internet-connected device for the purpose of bullying, harassing, or intimidating another student. This includes, but may not be limited to: sending abusive text messages to cell phones, computers or Internet-connected game consoles; posting abusive comments on someone's blog or social networking site (e.g., Twitter or Facebook); creating a social networking site or web page that masquerades as the victim's personal site and using it to embarrass him or her; making it appear that the victim is posting malicious comments about friends to isolate him or her from friends; posting the victim's personally identifiable information on a site; sending abusive comments while playing interactive games; recording and distributing media with the intent to manipulate or embarrass others. (See Policy FFH and FFI).

Internet Safety

CISD makes every effort to ensure student safety and security when using the CISD network including a) preventing unauthorized access, hacking and other unlawful activities, b) restricting unauthorized disclosure, use, and dissemination of personally identifiable information regarding students, and c) educating staff and students about cyber bullying awareness and response, as well as appropriate online behavior.

COPPA (Children's Online Privacy Protection Act)

Under the provisions of COPPA all commercial websites must get prior consent before children under the age of 13 are permitted to share any personal information about themselves or are permitted to use any interactive communication technologies where they would be able to share personal information with others. This includes chat rooms, email, instant messaging, personal profiles, personal websites, registration forms, and mailing lists. CISD uses a Digital Resource Approval Process to verify COPPA compliance before use of online services by students under 13. Both students in this age group and their teachers will be educated as to the provisions of the law and the Acceptable Use Guidelines. Students under the age of 13 may not visit any websites that collect personal information unless it is for curricular reasons and is under the direction or supervision of a staff member of CISD. A list of resources used for curriculum and instruction can be found on the CISD website.

Consequences for inappropriate use

Noncompliance with applicable regulations will result in a) suspension of access to CISD technology resources; b) revocation of account; c) disciplinary action consistent with CISD policies and regulations. (See CISD Student Code of Conduct, Policy BBI, CQ and DH,, Employee Standards of Conduct Code of Ethics and Standard Practice for Texas Educators). Violations of law may result in criminal prosecutions as well as disciplinary action by CISD.

Violating any of these rules can result in a disciplinary action. The nature of the violation will determine the appropriate disciplinary action on a case-by-case basis. Disciplinary actions may vary depending on the circumstances and are listed here as a guideline.

Disclaimer

CISD's network is provided on an "as is, as available" basis. CISD does not make any warranties, whether expressed or implied, with respect to any services provided by the network and any information or software contained therein. CISD does not warrant that the functions or services performed by, or that the information or software contained on the network will meet the network user's requirements, or that the network will be uninterrupted or error-free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by network users, information providers, service providers, or other third party individuals in the network are those of the providers and not CISD. CISD will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of CISD's network.

Disclaimer of Liability

CISD shall not be liable for the users' inappropriate use of CISD's network or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users whether using CISD-owned or personal devices. CISD shall not be liable for any physical damage, loss or theft of personally owned devices. CISD shall not be responsible for ensuring the accuracy or usability of any information found on the Internet. Oversight of the posting of official CISD, campus, or division/department materials on CISD's network will be the responsibility of the superintendent, principal, or division/department supervisor or designee. CISD's network will be used only for administrative and instructional purposes consistent with CISD's mission and goals.

Personally Owned Device Internet Usage

CISD offers wireless internet access for personally owned devices in our libraries, cafeterias, gyms and office areas. The CISD guest wireless network operates alongside the primary CISD wireless network used for CISD-owned devices, and allows community members, organizations, and others to gain access to the Internet with any personally owned Wi-Fi devices. This Internet access will be provided with the most protective level of Internet filtering currently deployed for CISD student access. The CISD guest wireless network does not allow access to any CISD resources that are not available from the Internet.

Upon logging in using a personally owned device, staff, students and members of the public will receive Internet filtering appropriate for their credentials. Configuring personal devices to connect to the CISD wireless network is the sole responsibility of the user. CISD does not provide technical support and assistance for personally owned devices.

Because the primary purpose of the CISD network is to provide connectivity for CISD-owned devices, CISD reserves the right to restrict access, bandwidth and content, as it deems necessary on the guest wireless network.

Personally Owned Device User Agreement

Each time a personally owned electronic device is used on CISD property or at a CISD sponsored event, the user agrees to the terms listed below:

- CISD reserves the right to inspect, at any time, any personally owned device, and the network communications going to and from it, while connected to the CISD-Wi-Fi and CISD-Guest networks. Such monitoring may be conducted remotely, and without prior notification to the device owner. Any other inspection of any personally owned device is subject to the requirements set forth in the Student Code of Conduct.
- Personally owned devices will only be connected to the network via the CISD guest or CISD wireless access connection. Any attempt to make an unauthorized connection to another CISD wireless network, plug a personally owned device into the CISD physical network (Ethernet), or circumvent any CISD Internet filtering may result in a loss of those individuals' privileges to bring a personally owned device to CISD facilities, as well as other potential disciplinary actions.
- CISD will not be obligated to supply electrical power access.
- Use of personally owned devices on CISD property or at CISD sponsored events is governed by CISD/campus administration.
- Student use of personally owned devices in the classroom setting will be at the discretion of the campus administration and the classroom teacher.
- Persons connecting computers to the CISD guest or CISD wireless Networks agree to maintain current security updates and anti-malware software on their computers.
- Persons accessing CISD email or any confidential CISD information using a personally owned device agree to prevent unauthorized access to the device by securing it with a password and complying with all CISD required system security procedures as well as applicable Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L.104-191) [HIPAA] standards.
- If a computer or portable electronic device, such as a cell phone, is lost, stolen, or disposed of without properly deleting all CISD email or other confidential information, the user must contact the CISD Information Technology Help Desk immediately.
- Employees connecting to the CISD-Wi-Fi network with any personally owned devices agree to adhere to all of the provisions of the Personal Use of Electronic Media (Policy DH).*The guardians of any student bringing personal technology to school agree to be responsible for and to reimburse CISD for any damage that their student may cause arising out of and relating to the use of the wireless network with his/her personally owned device.

STUDENT RESPONSIBLE USE TECHNOLOGY AGREEMENT

PLEASE PRINT:

Name: _____ Grade: _____

School: _____

I understand that my use of the District's technology resources, including the District's wireless Internet services, is not private and that the District will monitor my activity.

I have read the District's technology resources policy, associated administrative regulations, and this user agreement, and I agree to abide by their provisions, including the District's guidelines for responsible technology use. I understand that violation of these provisions may result in suspension or revocation of access to the District's technology resources or other disciplinary action in accordance with the Student Code of Conduct.

I understand that my personally owned device may be searched by District administrators in accordance with policy FNF.

I have read the applicable District policies, associated administrative regulations, and this user agreement regarding the District's technology resources and use of personally owned electronic devices, and I agree to abide by their provisions. I understand that violation of these provisions may result in suspension or revocation of system access and/or suspension or revocation of permission to use my personal electronic device for instructional purposes while on campus.

I understand that this user agreement must be renewed each school year.

Student's signature: _____Date: _____

PARENT PERMISSION FOR STUDENT RESPONSIBLE USE TECHNOLOGY AGREEMENT

I have read the District's technology resources policy, associated administrative regulations, and this Responsible Use Technology agreement. In consideration for the privilege of my child using the District's technology resources, I hereby release the District, its operators, and any institutions with which it is affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, these resources, including, without limitation, the type of damage identified in the District's policy and administrative regulations.

I understand that my child's use of the District's technology resources is not private and that the District will monitor my child's activity.

I understand that the District uses certain cloud-based (online) applications, such as Google GSuite, Txeis, etc., that allow authorized individuals to access student information, including assignments and grades, through the Internet for school-related purposes. A list of online applications is available on the school website.

[Choose one]

☐ I give permission for my child to access the District's technology resources, including district- approved online applications, and certify that the information contained on this form is correct.

☐ I do not give permission for my child to access the District's technology resources.

I have read the applicable District policies, associated administrative regulations, and this Responsible Use Technology Agreement regarding the District's technology resources and use of personally owned electronic devices. In consideration for the privilege of my child using the District's technology resources, I hereby release the District, its operators, and any institutions with which it is affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, these resources, including, without limitation, the type of damage identified in the District's policies and administrative regulations.

I understand that my child's use of the District's technology resources, including the District's wireless Internet services, is not private and that the District will monitor my child's activity.

I understand that my child's personal electronic device may be searched by District administrators in accordance with policy FNF.

[Choose one]

☐ I give permission for my child to access the District's technology resources, including district- approved online applications, and certify that the information contained on this form is correct.

☐ I do not give permission for my child to access the District's technology resources.

I have read the applicable District policies, associated administrative regulations, and this Responsible Use Technology Agreement regarding the District's technology resources and use of

personally owned electronic devices. In consideration for the privilege of my child using the District's technology resources, I hereby release the District, its operators, and any institutions with which it is affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, these resources, including, without limitation, the type of damage identified in the District's policies and administrative regulations.

I understand that my child's use of the District's technology resources, including the District's wireless Internet services, is not private and that the District will monitor my child's activity.
I understand that my child's personal electronic device may be searched by District administrators in accordance with policy FNF.
[Choose one]

☐ I give permission for my child to use his or her personal electronic device(s) at school for instructional purposes while on campus.
☐ I do not give permission for my child to use his or her personal electronic device(s) at school for
instructional purposes while on campus.
Student's Name_____Grade:_____

Parent's signature: _____Date: _____

2026-2027 SCHOOL YEAR

CONSENT TO RECEIVE INFORMATION FROM CUERO ISD

VIA ELECTRONIC MAIL, CELLULAR PHONE, AND HOME TELEPHONE

In the event of an emergency or any situation affecting the health and safety of our students, Cuero ISD may send parents/guardians an automated informational message by email, phone call, or text message. This includes notification of school closures due to inclement weather, student attendance issues, or other health and safety concerns.

In addition to emergency communications, from time to time Cuero ISD may send automated informational messages by email or phone call in an effort to keep parents/guardians informed about their child's school activities. These automated informational messages are in addition to individual communications you may receive from your child's teachers or campus administrators. Your responses below will assist the District in communicating with you in the manner you prefer.

Please complete and return this form to your child's campus no later than September 8, 2026. If this form is not returned within the specified timeframe, the District may still use an automated message system to contact you in the case of an emergency using the email, home phone number, or cellular phone number on record.

COMMUNICATION IN THE EVENT

I, the parent or legal guardian of _____ *(student's name)*, understand that Cuero ISD may send me automated informational messages in the event of an emergency or any situation affecting the health and safety of the students of Cuero ISD. I understand that if my cellular phone number changes at any time during the 2026-2027 school year I am responsible for notifying Cuero ISD in writing as soon as possible. I consent to receiving automated informational text messages or phone calls to the cellular phone numbers listed below:

Name: _____ Cell phone: _____

Name: _____ Cell phone: _____

OTHER INFORMATIONAL COMMUNICATIONS

I, the parent or legal guardian of _____ *(student's name)*, understand that from time to time Cuero ISD will send me automated informational messages about my child's school activities. I understand that if my contact information changes at any time during the 2026-2027 school year I am responsible for notifying Cuero ISD in writing as soon as possible. I consent to receiving automated informational messages, and my communication preferences are as follows *(choose one of the four)*:

- ❑ **Consent for Non-Emergency Communication to Email & Home Phone.** I wish to be contacted via email or on my home phone. I give Cuero ISD permission to send me information deemed necessary by the District via email or via telephone calls to my home telephone number during the 2026-2027 school year. I understand that if my home telephone number or email address changes at any time during the 2026-2027 school year I am responsible for notifying Cuero ISD in writing as soon as possible.

My preferred email addresses to receive information via electronic mail are:

_____

_____

My home telephone number (not a cellular phone) is: _____

- ❑ **Consent for Non-emergency Communication to Email Only.** I wish to be contacted by email only. I give Cuero ISD permission to send me school information deemed necessary by the District via electronic mail during the 2026-2027 school year. My preferred email addresses to receive information via electronic mail are:

_____

_____

- ❑ **Consent for Non-emergency Communication to Home Phone Only.** I wish to be contacted on my home phone only. I give Cuero ISD permission to send me information deemed necessary by the District via telephone calls to my home telephone number during the 2026-2027 school year. I understand that if my home telephone number changes at any time during the 2026-2027 school year I am responsible for notifying Cuero ISD as soon as possible.

  My home telephone number (not a cellular phone) is: _____

- ❑ **Do Not Send Non-emergency Communications.** I do not wish to receive automated informational messages from Cuero ISD. I understand that the District may still contract me by email, home phone, or cellular phone in the event of an emergency.

This consent form must be signed by all parties whose contact information is listed above.

Parent/Guardian Name (print):_____

Parent/Guardian Signature: _____**Date:** _____

Parent/Guardian Name (print):_____

Parent/Guardian Signature: _____**Date:** _____

PARENT STATEMENT PROHIBITING CORPORAL PUNISHMENT

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the *Student Code of Conduct* (SCOC). [See FO and the SCOC.]

Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger. The principal or a designee may choose not to use corporal punishment even if the parent has requested its use. Any use of corporal punishment will be documented on a district form. The principal or a designee will inform the parent when corporal punishment is used. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

Parent Statement Prohibiting Corporal Punishment:

I have read the information on the use of corporal punishment in the Cuero ISD, and I prohibit the use of corporal punishment with my child. This form must be submitted annually and can be revoked by the parent at any time.

Name of parent or guardian: _____

Signature of parent or guardian:_____

Date: _____

Name of student: _____

Campus: _____ Grade: _____

I give my permission for corporal punishment.

Print name of student: _____

Signature of parent: _____Date: _____

School: _____

Grade level: _____

CUERO ISD SUICIDE PREVENTION POLICY, PROCEDURES, AND GUIDELINES

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PURPOSE

CISD recognizes that suicide has become one of the top three leading causes of death among young people. It further acknowledges the school's role in providing an environment which is sensitive to societal changes which place youth at greater risk for suicide, and one which helps to foster positive youth development. Consequently, CISD recognizes its moral and ethical responsibility to take a proactive stance in preventing the problem of youth suicide by providing programs which are conducive to the positive development of youth, and by providing appropriate intervention and referral for those potentially suicidal youth who come to the attention of school personnel. At the same time, however, CISD recognizes that suicide is a complex issue and cannot provide the necessary, in-depth, clinical assessment and psychotherapy needed. The school system's role in dealing with youth who are at high risk for suicide is to try to identify and refer these youth to appropriate community agencies for more in- depth assessment and treatment. Therefore, any school employee who may have knowledge of a potential youth at risk for suicide must take the proper steps, as specified in the following administrative procedures, to report this information to the designated school personnel, the student's family, and/ or appropriate community agencies.

FERPA CONSIDERATIONS

Under the Family Educational Rights and Privacy Act (FERPA), parents are generally required to provide consent before school officials disclose personally identifiable information from students' education records. There are exceptions to FERPA's general consent rule, such as disclosures in connection with health or safety emergencies. This provision in FERPA permits school officials to disclose information on students, without consent, to appropriate parties if knowledge of the information is necessary to protect the health or safety of the student or other individuals. When a student is believed to be suicidal or has expressed suicidal thoughts, school officials may determine that an articulable and significant threat to the health or safety of the student exists and that such a disclosure to appropriate parties is warranted under this exception (Department of Education, 2010).

PUBLICATION AND DISTRIBUTION

This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

ADMINISTRATIVE GUIDELINES

DEFINITION OF TERMS

- **SUICIDE PREVENTION COORDINATOR:** Throughout this document, the term "**suicide prevention coordinator**" shall be defined as personnel who hold appropriate certification for, and who are hired for the position of school counselor, social services worker or mental health professional when available, and/or District Nurse as designated by the Superintendent.

- **RISK ASSESSMENT:** A **risk assessment** is defined as an evaluation of a student who may be at risk for suicide, and is conducted by a school counselor, mental health

professional or social services worker. This interview is designed to elicit information regarding the student's intent to kill him/herself, previous history of suicide attempts, the presence of a suicide plan and its level of lethality and availability, the presence of support systems, level of hopelessness and helplessness, mental status, and other relevant risk factors.

- **HIGH RISK:** A student who is defined as **high risk** for suicide is one who has made a suicide attempt, or has the intent to kill him/ herself. He/she has thought about how he/she would do this, and may have a plan. He/she has access to the method described, but may not have everything in place. In addition, he/she may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. Support systems are often limited. This situation would necessitate parental contact and referral, as documented in the following procedures.

- **VERY LOW OR NO RISK:** A student who is defined as **very low or no risk** for suicide is one who has not seriously considered suicide and has no plan or method. He/ she may be experiencing feelings of pain, but is willing to work to help to change the situation.

- **CRISIS TEAM:** At district level this will include district nurse, member of the Social Services Department, district designated counselor and superintendent or his/her designee.

At the campus level this will include an administrator, nurse, school counselor and teacher, or classroom aide.

- **MENTAL HEALTH:** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

- **POSTVENTION:** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

- **RISK FACTORS FOR SUICIDE:** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

- **SELF-HARM:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself can be categorized as either non-suicidal or suicidal. Although self- harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

- **SUICIDE:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's officer must first confirm that the death was a suicide before any school official may state this as the cause

of death.

- **SUICIDE ATTEMPT:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

- **SUICIDAL BEHAVIOR:** Suicide attempts, intentional injury to self-associate with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or though indicating intent to end one's life.

- **SUICIDE CONTAGION:** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- **SUICIDAL IDEATION:** Thinking about, considering, or planning for self-injurious behavior, which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.
- **BARK ALERT:** An alert provided by the Bark System Software that monitors Cuero ISD's google environment.

ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral (See Columbia-Suicide Severity Rating Scale p. 15) If there is no school counselor, mental health professional, or social worker available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk:

- School staff will continuously supervise the student to ensure their safety.

- The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.

- The student's parent/guardian will be contacted and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve referring to an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

If the student requires emergency medical attention or outside mental health intervention, the school counselor or other member of the district/campus crisis team will contact the

parent/guardian after needed services have been arranged.

- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

- In order to facilitate such identification, the CISD will provide training to all staff and students deemed necessary in recognizing the warning signs for suicide.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or school counselor. If the student has exhibited any kind of suicidal behavior, the counselor and/or mental health professional and student will create an initial safety plan to ensure student's safety. The parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. A copy of the student's safety plan will be given to the student and available to the parent and/or guardian. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, members of the crisis team will assess whether there is further risk of harm due to parent or guardian notification. If the crisis team believes there is risk of harm, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate.

PARENT/GUARDIAN REFUSAL

If the parent/guardian of the student refuses and is unwilling to engage, or seek assessment/treatment for the student, document all attempts, and inform them their refusal will be documented and they will need to sign the Student Risk Notice and Parent Assessment Refusal Form (see page 28). If the parent/guardian refuses to come to school to sign the form, document this on the form and mail/email it to the parent/guardian. Inform parent that school staff are mandated reporters of abuse/neglect and may have to contact law enforcement, Department of Family and Protective Services/Child Protective Services (DFPS/CPS), and or Gulf Bend Mobile Crisis Outreach Team [1-877-SAFEGBC] for further guidance or to make a report.

DFPS/CPS Reporting Hotline: 1-800-252-5400

DFPS/CPS encourages all mandated reporters to call and report abuse/neglect, even when in doubt. DFPS/CPS has workers available via phone to answer questions related to reporting and the legal definitions of abuse/neglect.

STUDENT 18+

If a student is 18 or older, or legally considered an adult, they are eligible to consent for their own crisis or mental health services in school. When working with the student, it is strongly

recommended to still contact the student's parent/guardian or other adult supports to engage them in the process; however, the student is within their rights to refuse parental involvement. If the student refuses all mental health crisis services and there is strong concern for the student's safety, contact law enforcement, or the Student Resource Officer for guidance.

(For example: If an 18-year-old student has expressed suicidal thoughts with intent to act on an accessible plan (such as overdosing) and they are refusing to engage with the Counselor or Mobile Crisis Outreach Team, then law enforcement should be contacted immediately to assist).

IN- SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

- First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
- School staff will supervise the student to ensure their safety.
- Staff will move all other students out of the immediate area as soon as possible.
- If appropriate, staff will immediately request a mental health assessment for the youth.
- The school employed counselor or member of crisis intervention team will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
- Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.
- Suicide Intervention Form will be completed and kept in student's file on student's campus. (See prevention form p. 14)

OUT-OF-SCHOOL SUICIDAL IDEATIONS OR BEHAVIORAL CRISIS SITUATIONS

If a staff member becomes aware of a student with suicide ideations or a behavioral crisis situation by a student in an out-of-school location, the staff member will take appropriate action which may include:

- Inform the student's parent or guardian.

- In the event that the parent or guardian cannot be contacted, the police department and/or emergency medical services, such as 911 will be notified.

- Inform the school suicide prevention coordinator and administrator.

- If the team determines that there are extenuating circumstances where the above procedures are not followed, written documentation of the decision making process will be completed.

OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is *in progress* in an out-of-school location, the staff member shall:

- Call 911 (police and/or emergency medical services)
- Contact Gulf Bend Center's Mobile Crisis Team, (877)-SAFE-GBC
- Inform the student's parent/guardian
- Inform the suicide prevention coordinator (s) and administrator

ELECTRONIC DEVICE ALERTS

When technology receives a bark alert or another electronic device alert, the suicide prevention coordinator(s) and campus team members will be notified by email and/or phone using the information provided to the school. The following actions will be taken to ensure student safety after-hours during the school year (from the first day of school to the last day): (After-hours is defined as 3:35 pm to 7:55 am Monday through Friday, weekends, holidays and school breaks, not summer.)

- Inform the student's parent and/or guardian to check on the student's well-being.
- In the event that the student's parent/guardian cannot be contacted, the police and/or emergency medical services, such as 911, may be called.

When a student is off-campus, parents/guardians are responsible for supervising internet access and usage.

RE-ENTRY PROCEDURE

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school counselor or member or crisis intervention team member will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

- A school counselor or other member of the crisis intervention team will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.

- The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others. The student *will not* be prohibited from returning to school, absent this documentation. A safety plan will be developed with the student and counselor to assist in the student's transition back to school.

- The designated staff person will check in with the student to help the student readjust to the school community and address any ongoing concerns, as needed.

The checklist below will be followed with the greatest extent possible.

During Hospitalization	❑ A designated team member will maintain communication with parent or guardian, when aware, to determine student's on-going needs and prepare for student's return to campus. If possible, a pre-discharge meeting will be established to determine re-entry plans and safety plan.
Returning Day	❑ Have parent/guardian escort the student on the first day back. Develop a re-entry communication and safety plan in the event of future emergencies, if not previously arranged.
Hospital Discharge Documents/ Release of Information	❑ Request discharge documents from the treatment center from parent/guardian ❑ Obtain consent by the parent/guardian to discuss student information with outside providers

Meeting with Parent/guardian	❑ Engage parent/guardian, school support staff, teachers, and the student, as appropriate in the Re-Entry Planning Meeting. ❑ Identify ongoing mental health resources in school and/or in the community. ❑ Modify academic programming, as appropriate. ❑ Consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program. ❑ If the student is prescribed medication, have the nurse monitor with parent/guardian consent. ❑ Notify student's teachers, as appropriate ***ONLY** as needed to maintain confidentiality
Identify Supports	❑ Assist the student in identifying adults they trust and can go to for assistance at school and at home.
Address Bullying, Harassment, Discrimination	❑ As needed, ensure that any bullying, harassment, discrimination is being addressed.
Designate Staff/ Monitor Student	❑ Designate staff to check in with the student during the first few weeks, and as needed. ❑ Case management and monitoring to ensure the student is receiving and accessing the proper mental health and educational services needed.

SUICIDE PREVENTION

CUERO ISD will undertake the following tasks in order to promote conditions that reduce the risk of possible youth suicide:

- Conduct, and encourage others to conduct, activities designed to raise student, parent, staff, and community awareness about the problem of youth suicide.
- Work collaboratively with community agencies for the purpose of fostering healthy youth development within the community and also facilitating appropriate student referrals.
- Provide developmentally-based curricula to foster positive self-esteem, and the abilities to effectively cope with loss, to identify and utilize appropriate support systems, and to recognize and respond appropriately to the warning signs of suicide.
- Identification: While no one risk factor, in itself, proves suicidal intent, the presence of a combination of factors may indicate a need for further assistance. In order to promote good mental health, CISD agrees to respond to students who are experiencing stressful life conditions, and who are demonstrating an inability to cope with these stressors.
- High risk students include those who have made a suicide attempt, as well as those who are exhibiting the commonly recognized warning signs of suicide as listed in this document.
- Staff are encouraged to be sensitive to other signs they believe may indicate a student is suicidal.

STAFF PROFESSIONAL DEVELOPMENT

All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals, school counselors, administration, nurses and those who are a part of the behavioral threat assessment team.

YOUTH SUICIDE PREVENTION PROGRAMMING

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include:

- The importance of safe and healthy choices and coping strategies
- How to recognize risk factors and warning signs of mental disorders and suicide in oneself and other help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small-group suicide prevention programming for students.

POSTVENTION

1. **Development and Implementation of an Action Plan**

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps.

a) **Verify the death.** The principal will contact the parent/guardian and/or police in order to verify the death.
b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for postvention activities may be reduced.
c) **Share information.** The principal, counselor or designated employee will contact the family of the deceased. Siblings attending other campuses in the school district should be offered support from the counselor at each respective campus. The principal should obtain permission to release the cause of death from the parents. The school representative to the family will explain to parents that when students are told the truth about the cause of death, classmates are helped the most as it is the best opportunity to prevent other suicides. If the parents do not give permission to release the cause of death, respect for their wishes is maintained. The crisis team should convene to determine next steps for communicating with students.
d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

2. **External Communication** The Superintendent or Central Office administrator will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

a) Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide and not to use the phrase “suicide epidemic”- as this may elevated the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

CUERO ISD SUICIDE PROTOCOL AT-A-GLANCE

Student is identified as potentially at-risk for suicide:

Comments

Social media posts

writings/drawings

→

Student is referred immediately to a Suicide Risk Coordinator:

Counselor

School Mental Health Professional

Administrator

Nurse

↓

Suicide Risk Response Coordinator:

Speaks with student regarding concerns

Completes the Suicide Intervention Interview

Completes the Columbia-Suicide Severity Rating Scale (CSSRS)

Documents discussion and student's risk level according to CSSRS and professional judgement (Low, Moderate, High)

↓

Low Risk (Non-specific Suicidal Ideation only or denies all suicidal ideation)	**Moderate Risk** (Current ideation with non-specific plan, no access to method, and little/no intent)	**High Risk** (Current Ideation with some intent, a specific plan, or an accessible method)
1. Complete Safety Plan with the student 2. Call Student's parent/guardian for conference 3. Have parent/guardian sign Acknowledgment form (or refusal form) 4. Provide crisis line phone numbers, mental health resources/referrals, and tips for a suicide safer home 5. Counselor follows up with the student as needed	1. Complete Safety Plan with the student 2. If unable to complete safety plan, contact Gulf Bend Mobile Crisis Team 3. Conference with the parent/guardian 4. Have parent sign Acknowledgment form (or refusal form) 5. Provide crisis line phone numbers, mental health resources/referrals 6. Student is referred to follow up with mental health professionals as soon as possible 7. Counselor follows up with the student the next day, and as needed	1. Emergency conference with Parents/Guardians 2. Immediately contact Gulf Bend Mobile Crisis Team or refer to ER for immediate crisis intervention 3. Have parent sign acknowledgment form (or refusal form) 4. Provide crisis line phone numbers, mental health resources/referrals, and tips for a suicide safer home 5. Inform administrators of outcome 6. Counselor follows up with the student the next day, and as needed

SUICIDE INTERVENTION FORM

*****Confidential*****

School_____Principal_____Date _____

Student's Name_____DOB _____Age _____ Sex _____

Parent's Name _____

Address_____Phone: (H)_____(W)_____

Parent's Name (non-custodial if divorced) _____

Address_____Phone:_____

Student referred by _____

Assessed by _____

Staff consulted _____

1. State reason for referral:

2. Describe level of possible suicide risk and indicators below: (i.e. risk factors, warning signs, behaviors, feelings, plan, method, etc.):

3. Describe actions taken, recommendations, and follow-up:

Action	Date/Time	Person Responsible

COLUMBIA-SUICIDE SEVERITY RATING SCALE

2016, The Columbia Lighthouse Project

SUICIDE IDEATION DEFINITIONS AND PROMPTS	**Past Month**	
Ask questions that are bolded and u nderlined.	**YES**	**NO**
Ask Questions 1 and 2		
1) Wish to be Dead: **Have you wished you were dead or wished you could go to sleep and not wake up?** Person endorses thoughts about a wish to be dead or not alive anymore or wish to fall asleep and not wake up.	*Low Risk*	
2) Suicidal Thoughts: **Have you actually had any thoughts of killing yourself?** General non-specific thoughts of wanting to end one's life/die by suicide, "I've thought about killing myself" without general thoughts of ways to kill oneself/associated methods, intent, or plan.	*Low Risk*	
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
3) Suicidal Thoughts with Method (without Specific Plan or Intent to Act): **Have you been thinking about how you might kill yourself?** Person endorses thoughts of suicide and has thought of a least one method during the assessment period. This is different than a specific plan with time, place or method details worked out. "I thought about taking an overdose, but I never made a specific plan as to when/where or how I would actually do it….and I would never go through with it."	*Moderate*	
4) Suicidal Intent (without Specific Plan): **Have you had these thoughts and had some intention of acting on them?** Active suicidal thoughts of killing oneself and patient reports having s some intent to act on such thoughts, as opposed to "I have the thoughts, but I definitely will not do anything about them."	*High Risk*	
5) Suicide Intent with Specific Plan: **Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?** Thoughts of killing oneself with details of plan fully or partially worked out and person has some intent to carry it out.	*High Risk*	
6) Suicide Behavior Question: **Have you ever done anything, started to do anything, or prepared to do anything to end your life?** Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc. **If YES, ask: How long ago did you do any of these?** *Over a year ago? *Between three months and a year ago? *Within the last three months?	*High Risk*	

COLUMBIA-SUICIDE SEVERITY RATING SCALE with Response Protocol

2016, The Columbia Lighthouse Project

Response Protocol to C-SSRS Screening (Use Highest Level of Criteria Met)

Instructions: "YES" responses to any question on the C-SSRS should be taken seriously and family contact should be required. Choose the appropriate response protocol based on the last question answered "YES."

A "NO" response to questions 1, 2, and 6 (Lifetime) should be followed up as a Protocol 1 to ensure overall safety of the student.

A "YES" response ONLY to question 6 (Lifetime) should be followed up as a Protocol 1 to ensure overall safety of the student.

Protocol 1	Protocol 2	Protocol 3
Item 1 and/or 2	Item 3 and/or 6(Lifetime)	Item 4 and/or 5 and/or 6 (Past 3 months)
Answered "YES" only	Answered "YES"	Answered "YES"

My Safety Plan

I _____agree to make a commitment to staying safe.

● Warning signs, (thoughts, ideas, images, behaviors, moods and feelings) that would let me know that I need to use my safety plan:

1. _____

2. _____

3. _____

● Things I can do, on my own, to take my mind off my problems (relaxation techniques, physical activities):

1. _____

2. _____

3. _____

● Family members or friends I could talk to when I am in a crisis and need help:

Name:_____Phone:_____

Name:_____Phone:_____

Name:_____Phone:_____

- Professionals and agencies I can contact during a crisis:

Emergency Number/ Cuero Police Dept.:	**911 / 361-277-3552**
National Suicide Prevention Lifeline:	**988**
Gulf Bend Center Crisis Hotline:	**361-575-0611**
Crisis Text Line:	**Text TX to 741741**

● Steps to keep my environment safe:

_____

_____

The one thing that is most important to me and worth living for:

_____

Community Resources

Gulf Bend Center
6502 Nursery Drive
Victoria, TX 77904
(361) 575- 0611
24 hour hotline 1-877-723-3422

Texas Department of Protective and Regulatory Services
106 E. French
Cuero, TX 77954
(361) 275- 5737

Cuero Community Hospital
2550 N. Esplanade
Cuero, TX 77954
(361) 275-6191

The Trevor Lifeline
1-866-488-7386
www.thetrevorproject.org

National Suicide Prevention Lifeline
1-800-273-8255 (TALK)
www.suicidepreventionlifeline.org

Crisis Text Line
Text "HOME" to 741741

Hope of South Texas
605 E. Locust
Victoria, TX 77904
(361) 572- 4300

South Texas Children's Home – Ministries
303 E. Airline St., Suite 3
Victoria, TX 77901
(361) 575-5151
8:00-5:00 pm Monday - Thursday
8:00-3:00 pm Friday
Call anytime and leave voicemail; Not for emergencies
www.stchm.org

First Baptist Church-Cuero
408 N. Gonzales St.
Cuero, TX 77954
361-575-5151

Billy T. Cattan Recovery Outreach, Inc.
802 E. Crestwood
Victoria, TX 77901
(361) 576-4673 (Telehealth Services Available)
8:00-7:00 pm Monday - Thursday
www.btcro.org

Texas Mental Health Resources Database
https://schoolmentalhealthtxdatabase.org/

Texas Suicide Prevention
www.texassuicideprevention.org

Texas Health and Human Services
https://hhs.texas.gov/services/mental-health-substance-use

Texas Health and Human Services – Suicide Prevention
https://hhs.texas.gov/services/mental-health-substance-use/mental-health-crisis-services/suicide-prevention

Texas Department of State Health Services
www.dshs.state.tx.us/mhsa

TCHATT

Texas Child Health Access Through Telemedicine

TCHATT Provides FREE Mental Health Services to Students Year-Round!

Texas Child Health Access Through Telemedicine is a partnership between UT Health San Antonio and the State of Texas.

TCHATT is a **telemedicine program** for identifying/assessing **mental health needs** and providing access to mental health services in schools.

Students will receive short-term medication management and/or therapy interventions. Referrals will be made if long-term services are needed.

Enroll your Child:

Please contact your child's school counselor or another TCHATT referral coordinator at their school.

Who is TCHATT for?

The most common type of referrals for TCHATT include:

Mood changes or anxiety: family stressors, caring less about school, friends, or activities, changes in overall mood: more sad or angry, self-esteem issues.

Thoughts of Suicide or Self-Injury: making statements about not wanting to live, not wanting to wake up, non-accidental injuries or injuries they struggle to explain, statements about being a burden to others.

Behavior problems in class: trouble focusing or paying attention, disruptive behavior, peer problems, school refusal or separation anxiety.

TCHATT does NOT provide:

Emergency Mental Health Services

Psychological Testing

Disability Evaluations

Long-term treatment/therapy

CONTACT US

Office: 210-567-5460

Fax: 210-450-2450

Email: TCHATT@uthscsa.edu

tcmhcc

Texas Child Mental Health Care Consortium

UT Health San Antonio

Teen Suicide

What is suicidal behavior?

Suicidal behavior is defined as a preoccupation or act that is focused on causing one's own death voluntarily. An intent to cause one's death is essential in the definition. Suicidal ideation refers to thoughts of suicide or wanting to take one's own life. Suicidal behavior refers to actions taken by one who is considering or preparing to cause his/her own death. Suicide attempt usually refers to an act focused on causing one's own death that is unsuccessful in causing death. Suicide refers to having intentionally caused one's own death.

What causes adolescents to attempt suicide?

Adolescence is a stressful developmental period filled with major changes-body changes, changes in thoughts, and changes in feelings. Strong feelings or stress, confusion, fear, and uncertainty, as well as pressure to succeed, and the ability to think about things in new ways influence a teenager's problem solving and decision making abilities.

For some teenagers, normal developmental changes, when compounded by other events or changes in their families such as divorce or moving to a new community, changes in friendships, difficulties in school, or other losses can be very upsetting and can become overwhelming. Problems may appear too difficult or embarrassing to overcome. For some, suicide may seem like a solution.

As many as 12 to 25 percent of older children and adolescents experience some form of thoughts about suicide (suicidal ideation) at one time or another. When feelings or thoughts become more persistent are accompanied by changes in behavior or specific plans for suicide, the risk of a suicide attempt increases.

What is known about teen suicide?

Suicide is the third leading cause of death in 15 to 24 year olds, and the third leading cause of death in 10 to 14 year olds. According to the National Institute of Mental Health (NIMH), reliable scientific research has found the following:

- There are as many as 8 to 25 attempted suicides to one completed suicide with the ratio even higher in youth.
- The strongest risk factors for attempted suicide in youth are depression, substance abuse, and aggressive or disruptive behaviors.

The Centers for Disease Control and Prevention (CDC) reports the following:

- Males are 4 times more likely to die from suicide than females.
- Females are more likely to attempt suicide than males.
- Firearms are used in over half of youth suicides.

Tips for Supporting your Child and Creating a Suicide Safe Home

Support:
When someone is at an increased risk of suicide, it is crucial to have increased support from family and friends. When people are having thoughts of suicide, they often feel like a burden to their loved ones, so ongoing expressions of care and concern are vital.

- Listen non-judgmentally
    - Do not get angry
- Provide emotional support
- Talk to them about tomorrow, help them be future-oriented
- Look up/Learn about their specific symptoms/diagnosis (if they have one)
- Help them access mental health services (psychiatry, counseling, etc.)

Keep the environment safe:

- Provide additional supervision, do not leave the person alone

SECURE ACCESS TO LETHAL MEANS:
Remove access to things that someone could use to cause harm or kill oneself:

- Secure ALL firearms and ammunition
    - *Best practice is to remove guns entirely from the home*
    - *Change your lock codes and where you hide your keys for safes and cabinets*
    - *Do not store ammunition and guns in the same location*
- Secure ALL sharps: knives, shaving razors (these are used often for self-harm), hunting blades, etc.
- Secure ALL medications: prescription and over the counter
- Secure ropes, cords, etc.

Coping Strategies for Self-harm and Suicidal Ideation

Having the urge to self-harm or end your life is a terrible feeling. It is important to remind yourself that the feeling will not last forever. The best way to get through the intense urges is to distract yourself. Distracting yourself from the urges will help you to pass the time and stay safe. Below is a list of ideas to help distract you:

- Go for a walk
- Take a shower
- Cuddle with a pet
- Help out a family member with something
- Watch some videos
- Listen to music
- Call a friend
- Snap rubber bands/hair ties on your wrists
- Hold ice cubes
- Tear up paper
- Ground yourself to the present: Find 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, 1 thing you can taste.
- Go for a run
- Lift weights, or heavy things around your room
- Re-arrange your furniture
- Squeeze a stress ball
- Hit a pillow
- Scream into a pillow
- Scribble onto a piece of paper

- Write down all of the thoughts racing through your head
- Color
- **Call 877-723-3422 (Gulf Bend Crisis hotline)**
- **Text 741741 (Crisis Text Line)**
- Make something out of clay or Play-Doh and then smash it
- Pop bubble wrap
- Take a nap
- Read a book
- Read a book backwards
- Drink your favorite drink (Avoid caffeine if you are feeling anxious)
- Take deep breaths to calm down (*Inhale for 4 counts, exhale for 6*)
- Make a list (*your favorite songs, favorite movies, favorite pet names, animals that start with 'A', etc.)*
- Listen to a Podcast (*Meditation Minis, The Anxiety Coaches Podcast, Victims and Villains, The Happiness Lab, Therapy for Black Girls, etc.*)
- Write a letter to the person bothering you
- Clean something
- Take something apart and put it back together
- Draw on your skin with pen or marker
- Learn something new
- Finish your homework
- Do laundry
- Get on Pinterest
- Pray
- Watch a documentary
- Blow up balloons and then pop them
- Play a game on your phone
- Download a wellness app *(try Mood Mission, Happify, 7 Cups, Youper, Super Better, Calm)*
- Write in a journal
- Choose an object near you. Study it, and then write down every detail about it.
- Count backwards from 100 by 7
- Put glue on your hands and then peel it off
- Ball up pieces of paper and throw it
- Go through your closet and remove things you no longer wear
- Paint your fingernails/toenails
- Try a yoga class on Youtube *(Yoga with Adrienne, Body Positive Yoga, Bad Yogi Yoga, Cosmic Kids Yoga)*

Warning Signs for Suicide

Warning signs indicate that someone may be in danger of suicide, either immediately or in the near future. Warning signs can differ by age, group, culture, and individual. The American Association of Suicidology has compiled the following lists of common warning signs and risk factors for suicide.

- Someone threatening to hurt or kill themselves
    - Threats can be made in person, via text, social media, writing, etc.
- Someone looking for ways to kill themselves
    - Seeking access to pills, weapons, or other means
- Someone talking or writing about death, dying, or suicide, when these actions are out of the ordinary for the person
- Someone giving away all of their belongings, or making plans for a future without them in it (i.e. securing someone to take a pet if they are gone)
- Hopelessness—expresses no reason for living, no sense of purpose in life
- Rage, anger, seeking revenge
- Recklessness or risky behavior, seemingly without thinking
- Expressions of feeling trapped—like there's no way out
- Increased alcohol or drug use
- Withdrawal from friends, family, or society
- Anxiety, agitation, inability to sleep, or constant sleep
- Dramatic mood changes
- No reason for living, no sense of purpose in

life

Risk Factors for Suicide

- **Behavioral Health Issues/Disorders**
  - Pre-existing mental health disorders (depressive disorders, anxiety disorders, conduct/behavior disorders, etc.)
  - Substance use or misuse (alcohol and other drugs)
  - Previous suicide attempts or NSSI
- **Personal Characteristics**
  - Hopelessness
  - Low self-esteem
  - Loneliness
  - Social alienation and isolation, lack of belonging
  - Low stress and frustration tolerance
  - Impulsivity, risk taking, recklessness
  - Poor problem-solving or coping skills
  - Perception of being a burden (e.g., to family and friends)
- **Adverse/Stressful Life Circumstances**
  - Interpersonal difficulties or losses (e.g., breaking up with a girlfriend or boyfriend)
  - Disciplinary or legal problems
  - Bullying, either as victim or perpetrator
  - School or work problems
  - Physical, sexual, and/or psychological abuse
  - Chronic physical illness or disability

Myths about Suicide

Many myths have developed about suicide and those who engage in suicidal behaviors. The following are the most common myths and are NOT TRUE:

1. People who talk about suicide usually don't go through with it.

FALSE. Many people who die by suicide have given definite warnings to family and friends of their intentions. Always take any comment about suicide seriously.

2. Suicidal people are fully intent on dying.

FALSE. Most suicidal people are undecided about living or dying. This is called "suicidal ambivalence." While a part of them wants to live, death seems like the only way out of their pain and suffering. They sometimes "gamble with death," leaving it up to others to save them.

3. Sometimes a bad event can push a person to complete suicide.

FALSE. Suicide results from serious psychiatric disorders rather than from any single event.

4. Thinking about suicide is rare.

FALSE. According to a recent study, one in five high school students considered ending his or her life in the past year.

5. Everyone who dies by suicide is depressed.

FALSE. Although depression is often associated with suicidal feelings, not all individuals who kill themselves are depressed. Many want to escape their situation seeing no other options. Adolescents, in particular, are very impulsive, and fail to think through alternative solutions to their life's problems.

6. You have to be "crazy" to die by suicide.

FALSE. The majority of individuals who commit suicide do not have a diagnosable mental illness. They are people just like you and me who at a particular time are feeling isolated, desperately unhappy and alone. Suicidal thoughts and actions may be the result of not being able to cope with life's stresses and losses.

7. You can't stop someone who really wants to die by suicide

FALSE. Know the warning signs. If you see these signs, be willing to talk about suicide with the person in danger. Ask questions in a non-threatening way. Let the person know you hear what they are saying, and make it clear that you intend to be there for them. Try to stall them. Say if they've made up their mind, they can always do it later. Get help.
Love and instinct may not be enough.

8. Most people who attempt suicide have gotten it out of their systems and won't try it again.

FALSE. If a person attempts suicide once, it is likely that they will try again. Any attempt is regarded as an indicator of further attempts. It is likely that the level of danger will increase with each attempt. If their situation does not change, the pain is still there and they will most likely try again.

9. Talking to someone about suicide will put the idea into his/ her head.

FALSE. If a person is not suicidal, they will reject the idea. If a person has been thinking about suicide and you ask, most welcome the chance to talk about their feelings. Talking to teens about suicide will NOT put the idea in their head. For too many students, suicide is already something they've considered. Bringing up the subject and discussing it openly is one of the most important things you can do.

If you are concerned that you or someone you know may be at risk for suicide, we strongly encourage you to do one or more of the following:

- Contact a mental health provider on your campus or in your community
- Call 1-800-273-8255(TALK), the National Suicide Prevention Hotline, for a referral
- Call your school or school district emergency number
- Call 911

CUERO ISD
Student Risk Notice and Acknowledgement

I am the parent, guardian, or custodian of the student: _____ and I acknowledge that I have been informed by _____ on _____ (date) that my student may be experiencing a mental health crisis and is at risk for the following (check/circle one):

- ❑ Risk for suicide
- ❑ Risk of non-suicidal self-injury
- ❑ Other: _____

I acknowledge that Cuero ISD staff explained the incident that led to this notification and recommended that I monitor my child for safety, and seek assistance from a mental health agency, or therapist as soon as possible. I understand that if my child is at a ***Moderate/High risk level*** for suicide that I am recommended to seek an **immediate crisis assessment** by a physician or a qualified mental health professional. I have been provided with resources/information for such and I will follow up with the school if I have any questions or concerns. I understand that _____ (name of staff member) will follow up with me and my student the next school day from this date and at other times as necessary. Finally, I acknowledge that any referral information provided to me by Cuero ISD that identifies medical, mental health, or related agency providers is simply information for me to consider. I am not bound to use such providers in the evaluation and treatment of my student and I may select other providers of my own choosing. Unless otherwise required by law, Cuero ISD is not responsible for any medical treatment or evaluation expenses whether I use the referred providers or use others of my own choosing.

Parent/guardian Signature: _____Date:_____

Parent/guardian name (printed):_____ Phone:_____

School Representative Signature:_____Date:_____

Copy for student's Parent/guardian, Suicide Risk Response Coordinator, and administrator

CUERO ISD
Refusal of Student Risk Notice

I am a parent/guardian of the student whose name appears below. I have been provided the Cuero ISD Student Risk Notice and Acknowledgement form as well as Mental Health Crisis Resources and information. I acknowledge that I have been informed that my student is at risk for one or more of the behaviors listed in that notice. Having been fully informed of the risks and dangers associated with my student's behavior and having been advised that my student should be taken immediately to the appropriate medical and/or mental health providers for immediate evaluation and treatment, I respectfully decline such referrals. I acknowledge that Cuero ISD has timely and properly informed me of my student's situation and that Cuero ISD is not responsible for the actions that I may choose to take or not take in response to the notice. I further understand that choosing not to seek help for my child may result in a referral to Child Protective Services and/or law enforcement as required by law.

_____
Student Name

_____
Campus

_____
Printed Parent/guardian name

_____
Signature and Date of Parent/guardian

_____
School Representative printed name

_____
Signature and Date of School Representative

Copy for student's Parent/guardian, Suicide Risk Response Coordinator, and administrator

Cuero Independent School District

Title I, Part A

Parent and Family Engagement – ESSA Public Law 114-95, Section 1116

7/1/2024

PART I. GENERAL EXPECTATIONS

The Cuero ISD agrees to implement the following statutory requirements:

• The school district will put into operation programs, activities and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs, consistent with section 1118 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures, including the process of school review and improvement under section 1116, will be planned and operated with meaningful consultation with parents and family members of participating children.

• Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1118(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESSA.

• The school district will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESSA.

• In carrying out the Title I, Part A parent and family engagement policy requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents and family members with limited English proficiency, with disabilities, and of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in a language parents and family members understand.

• If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents and family members of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

• The school district will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

• The school district will provide such other reasonable support for parent and family engagement activities under section 1118 of the ESSA as the parents and family members may request.

• The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents and family members play an integral role in assisting their child's learning;

(B) that parents and family members are encouraged to be actively involved in their child's education at school;

(C) that parents and family members are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (D)the carrying out of other activities, such as those described in section 1118 of the ESSA.

• Provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

• Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

• Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

• To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children Provide assistance to parents to understand the State's academic content standards, the State and local assessment, and how to work with educators to improve their child's achievement;

• Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

• Provide reasonable support for family engagement activities.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Cuero ISD will take the following actions to engage parents and family members in the joint development of its district-wide parent and family engagement plan under section 1118 of the ESSA:
   • Parent Members on CPOC
   • Parent Teacher Organization (PTO)
   • Bi-annual Parent Conferences
   • Parent/Teacher/Student Compacts

2. The Cuero ISD will take the following actions to involve parents and family members in the process of school review and improvement under section 1116 of the ESSA:
   • Parent Surveys • Parent Teacher Organization (PTO)
   • Parent Information/Involvement Night
   • Student/Parent Orientation
   • Parent Membership on CPOC
   • Parent Conferences (twice yearly scheduled)
3. The Cuero ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
   • Region 3 Parental Involvement Conference
   • Parent Membership on CPOC
   • Parent Surveys
4. The Cuero ISD will coordinate and integrate parent and family engagement strategies in Title I, Part A schools with parent and family engagement strategies under the following other programs: Region 3 Service Center, Gulf Bend Center, CATCH Wellness TEAM, MidCoast Family Services, Texas A&M AgriLife Extension by:
   • Early Learning Group (weekly; ages 0-PreK)
   • Parenting & Family Engagement Workshops - Region 3 Speakers; Community Speakers
   • Coffee with the Counselor
   • Watchdog Program

5. The Cuero ISD will take the following actions to conduct, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents and family members in engagement activities (with particular attention to parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents and family members), its parent and family engagement policies. Parent surveys (English and Spanish) created and generated by district and disseminated by campuses. Data and input received will be used to create parent involvement activities.

6. The Cuero ISD will build school and parent capacity for strong parent and family engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the school involved, parents and family members, and the community to improve student academic achievement through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents and family members of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

• the state's academic content standards,

• the state's student academic achievement standards,

• the state and local academic assessments including alternate assessments,

• the requirements of Title I, Part A,

• how to monitor their child's progress, and

• how to work with educators:

• STAAR Information Night

• Parent/Student Orientation

• Parent Conferences

• STAAR/TPRI Informational Meetings

• Parenting Meetings and Activities including Literacy and Math

• Coffee With The Counselor

• Meet The Teacher Night/Information Night

• Open House

• Parenting Workshops

• Newsletters

B. The school district will, with the assistance of its schools, provide materials and training to help parents and family members work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

• Parent Conferences

• STAAR/TPRI Informational Meetings

• Parenting Meetings and Activities including Literacy and Math

• Library Night

• Meet The Teacher Night / Orientation / Information Night

• Parent/Student Orientation

• Open House

• Parenting Workshops

• Coffee With The Counselor

• Newsletters

C. The school district will, with the assistance of its schools, parents and family members, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents and family members as equal partners in the value and utility of contributions of

parents, and in how to implement and coordinate parent and family engagement, and build ties between parents, family members, and schools, by:

• Teacher Trainings (prior to start of school year)

• Faculty Meetings

• Parental Conferences

• In-service

• Teacher Memos as Necessary

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement activities with Head Start, the Parents as Teachers Program, and other programs. The school will also conduct other activities, such as parent and family engagement resource centers that encourage and support parents and family members in more fully participating in the education of their children, by:

• Free Transportation

• Parent / Child Resource Room

• Childcare

E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to the parents and family members of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

• Alternative language translations available upon request

PART III. DISCRETIONARY DISTRICTWIDE PARENT AND FAMILY ENGAGEMENT PROGRAM COMPONENTS

NOTE: The District-wide Parent and Family Engagement Program may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents and family members, chooses to undertake to build parents' capacity for engagement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESSA:

• involving parents and family members in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

• providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

• paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

• training parents and family members to enhance the involvement of other parents and family members;

• arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents and family members who are unable to attend conferences at school; in order to maximize parent and family engagement and participation in their children's education;

• adopting and implementing model approaches to improving parent and family engagement;

• establishing a district-wide parent and family member advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;

• developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

NOTE: Events may be canceled or scheduled in a virtual format due to guidelines and mandates associated with school safety as a result of COVID19.

PART IV. ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by Title I parent/staff meetings.

This policy was adopted by the Cuero ISD on and will be in effect for the period from July 1, 2026 to June 30, 2027. The school district will distribute this policy to all parents and family members of participating Title I, Part A children on or before September 1, 2026.

Bill Hefner 2026

Interim Superintendent

Cuero Junior High School
Parent and Family Engagement Policy and Schoolwide Program Plan
2026–2027

Cuero Junior High School (CJH) will jointly develop with, and involve, parents and family members in an ongoing, systematic way in planning, reviewing, and improving its Title I, Part A program and this Parent and Family Engagement Policy. CJH is committed to building strong school, family, and community partnerships that support improved student academic achievement and positive school climate.

I. Coordination, technical assistance, and support

Cuero Junior High School will provide the following coordination, technical assistance, and other support to assist in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Provide Parent/Teacher Conferences and outreach that include regular, two-way, meaningful communication between parents/family members and school staff, and, to the extent practicable, in a language parents and family members can understand.
- Hold Campus Performance Objective Committee (CPOC) meetings in the fall and spring semesters with parent and family representation.
- Host Meet the Teacher/Schedule Pick-Up prior to the start of school, with flexible hours to accommodate families.
- Conduct STAAR informational meetings with parents and families to review assessment expectations, supports, and how to read score reports.
- Host an annual Parent and Family Meeting in conjunction with the Junior Gobbler Camp to review campus policies and procedures, course expectations, grading practices, and progress monitoring tools.
- Provide choir and band fall and spring concerts and other fine arts events that welcome and engage families.
- Host College and Career Day, including information for families on high school planning, endorsements, and CTE pathways.
- Invite guest speakers and community partners to present on topics relevant to student success, wellness, and safety.

II. Joint development of the campus-level Parent and Family Engagement Plan

Cuero Junior High School will take the following actions to involve parents and family members in the joint development of its Campus-Level Parent and Family Engagement Plan under Section 1118 of the ESEA:

- Include parent and family representatives on the CPOC/Campus Improvement Committee, with clear roles, agendas shared in advance, and minutes posted on the district website when appropriate.
- Use Parent/Teacher Conferences and ongoing outreach to gather input from parents and families regarding needs, barriers, and ideas for improving engagement.

III. Involvement in school review and improvement

Cuero Junior High School will take the following actions to involve parents and family members in the process of school review and improvement under Section 1116 of the ESEA:

- Conduct annual parent and family surveys to gather input on school climate, communication, academic supports, and engagement opportunities.
- Host Junior Gobbler Camp at the beginning of the school year and other student/parent orientation events as needed for new students, providing information about school expectations, routines, and available supports.

- Include parent and family members on the CPOC to participate in the development, review, and revision of the Campus Improvement Plan and Title I, Part A program.
- Use Parent/Teacher Conferences and outreach to discuss student progress, gather parent input, and identify areas for continuous improvement at the classroom and campus levels.
- Share campus performance data and improvement goals with parents and families in user-friendly formats and invite feedback.

IV. Coordination with other programs and community partners

Cuero Junior High School will coordinate and integrate parent and family engagement strategies in Title I, Part A with strategies under other programs and through community partnerships, including but not limited to:

- CATCH Wellness Team
- DeWitt County Extension Agent – Texas A&M AgriLife Extension
- Gulf Bend Center
- MidCoast Family Services
- STCH Ministries Family Counseling – Victoria

In collaboration with these and other partners, CJH will:

- Provide workshops and resources addressing academic support, mental health and wellness, digital citizenship, and college and career readiness.
- Coordinate parent and family events when possible to maximize participation and reduce scheduling conflicts.

V. Annual evaluation of the Parent and Family Engagement Policy

Cuero Junior High School will take the following actions to conduct, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the quality of its Title I, Part A program:

- By May 31 each year, conduct an evaluation of parent and family engagement efforts using tools such as surveys, participation data, and, as feasible, parent focus groups.
- Identify barriers to greater participation by parents and families, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are from racial or ethnic minority backgrounds.
- Disaggregate survey and participation data by grade level, program (e.g., special education, emergent bilingual), and demographic groups to identify underrepresented families.
- Use the findings of the evaluation to design strategies for more effective parent and family engagement and to revise, if necessary and with the involvement of parents, this Parent and Family Engagement Policy and related activities.
- Set at least one measurable goal each year for improving parent and family participation.

Parent surveys created or generated by the district will be disseminated by Cuero Junior High School and posted on the district website. Data and input received will be used to plan and adjust parent and family engagement activities.

VI. Building capacity for strong parent and family engagement

Cuero Junior High School will build school and parent capacity for strong parent and family engagement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

A. Assisting parents in understanding standards and assessments

With the assistance of the district, Cuero Junior High School will provide assistance to parents and family members of children served by the campus, as appropriate, in understanding topics such as:

- The state's academic content standards.
- The state's student academic achievement standards.
- The state and local academic assessments, including alternate assessments.
- The program requirements of Title I, Part A.
- How to monitor their child's progress and work with educators.
- How to access and interpret information in the parent portal (grades, attendance, assignments).

These topics will be addressed through:

- Parent/Teacher Conferences and outreach.
- Progress reports and report card distribution.
- Parent meetings to discuss STAAR (including how to read STAAR reports), literacy strategies, and using technology to support learning (including education about the harms of copyright piracy).
- User-friendly guides and short how-to videos on accessing online platforms and resources, when feasible.

B. Providing materials and training to help parents support learning

With the assistance of the district, Cuero Junior High School will provide materials and training to help parents and family members work with their children to improve academic achievement, such as literacy training and the use of technology, by:

- Hosting Meet the Teacher/Schedule Pick-Up events that include information on classroom expectations, homework routines, and communication methods.
- Providing Parent/Teacher Conferences and outreach focused on strategies families can use at home to support reading, writing, and mathematics.
- Offering STAAR informational meetings with specific tips for supporting test readiness and reducing test anxiety.
- Providing district parenting meetings and workshops focused on topics such as supporting adolescent learners, organization and study skills, digital responsibility, and social-emotional wellness.
- Sharing online and print resources (in English and Spanish, and in other languages as practicable) to reinforce skills at home.

C. Educating staff on effective family engagement

With the assistance of the district and parents, Cuero Junior High School will educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in how to reach out to, communicate with, and work with parents and family members as equal partners in their child's education. CJH will:

- Provide annual staff development on culturally responsive family engagement, effective conferencing strategies, and using data to communicate student progress in clear, family-friendly language.
- Use faculty meetings and department meetings at least once each semester to highlight effective parent and family communication strategies and to share successful practices from CJH staff.
- Utilize teacher memos and digital communication, as necessary, to share reminders, tools, and expectations related to parent and family engagement.

D. Removing barriers and coordinating engagement activities

To the extent feasible and appropriate, Cuero Junior High School will coordinate and integrate parent and family engagement programs and activities with community organizations and engage in meaningful consultation with employers, business leaders, and philanthropic organizations with expertise in effectively engaging parents and family members. CJH will also conduct other activities that encourage and support parents and family members in more fully participating in the education of their children, including the informed participation of parents and family members who have limited English proficiency, those with disabilities, and those with migratory children, by providing, when available:

- Parent, family, and student resources (print and digital) available on campus and on the district website.
- Child friendly events to reduce barriers for families with young children.
- Events scheduled at varied times (morning, afternoon, and evening) to accommodate differing work schedules.

E. Ensuring effective communication

Cuero Junior High School will take the following actions to ensure that information related to the school and parent and family programs, meetings, and other activities is sent to the parents and family members of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents and family members can understand:

- Distribute newsletters and flyers with clear, concise information about events, programs, and opportunities for involvement.
- Use Finalsite notifications by phone, text, email, and social media for important announcements, reminders, emergency communication, publicize events, share information, and celebrate student success.
- Use Remind (or similar text messaging platforms) for timely, brief updates from teachers and the campus.
- Use the Band App and SportsYou App for timely communication with families involved in band, athletics, and related programs.
- Provide major communications regarding Title I, Part A programs, parent and family engagement activities, and academic expectations in English and Spanish, and in other languages as practicable, upon request.
- Provide alternative formats (such as large print or audio) when requested by parents or family members.

VII. Adoption

The Cuero Jr. High School Parental Engagement Policy has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs. This policy was adopted by the Cuero Independent School District on and will be in effect for the period of July 1, 2026, to June 30, 2027. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2026.

Bill Hefner July 1, 2026

Interim Superintendent

Hunt Elementary School
Parent and Family Engagement Plan 2026-2027

1. The Hunt Elementary school will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance: ● Continue annual parent conferences

- Continue PTO Programs, Meetings and Special Events
- Continue Meet the Teacher
- Continue to assist with PTO fundraisers
- Continue to foster a positive and parent-friendly family environment
- Publicize the program availability and offerings through multiple communication sources (newsletters, website, district Facebook, Blackboard Connect)
- Utilize bilingual employees in translating as needed to support communication

2. The Hunt Elementary school will take the following actions to involve parents and community in the joint development of its Campus-Level parent and family engagement plan:

- Parent and family members on CPOC
- Parent Teacher Organization
- Annual Parent/Family Conferences

3. The Hunt Elementary school will take the following actions to involve parents and family engagement in the process of school review and improvement:

- Annual Parent Surveys
- Parent Teacher Organization
- Parent/Family members on CPOC
- Annual Parent Conferences
- Title I Parent Meetings/Transition Event

4. The Hunt Elementary school will coordinate and integrate parental and family engagement strategies under the following other programs:

- Campus Wellness Team
- Events with the Counselor
- DeWitt County Extension Agent – Texas A&M AgriLife Extension
- Gulf Bend Center
- MidCoast Family Services

5. The Hunt Elementary school will take the following actions to conduct, with the involvement of parents and families, an annual evaluation of the content and effectiveness of this parental and family engagement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents and families in parental and family engagement activities (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The campus will use the findings of the evaluation about its parental and family engagement policy and activities to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents and families), its parental and family engagement policy.

- Parent surveys created/generated by district, disseminated by campus; Data and input received will be used to create parent and family engagement activities

6. The Hunt Elementary school will build school, parent and family capacity for strong parental and family engagement, in order to ensure effective involvement of parents/families and to support a partnership among the school involved, parents, families and the community to improve student academic achievement through the following activities described below:

A. The Hunt Elementary school will, with the assistance of the district, provide assistance to Parents and Families of children served by the campus, as appropriate, in understanding topics such as the following, by undertaking the actions described as follows:

- The state's academic content standards
- The state's student academic achievement standards
    - The state and local academic assessments including alternate assessments
- The program requirements of Title I, Part A
    - How to monitor their child's progress, and how to work with educators
- Parent Conferences
- STAAR meetings
- Progress Reports/Report Cards
- STAAR Assessments
- State Parent Assessment Reports as received from TEA

B. The Hunt Elementary school will, with the district, provide materials and training to help parents and families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental and family engagement by:

- Meet the Teacher
- Parent/Teacher Conferences
- Events with the Counselor
- PTO Meetings
- Science Fair/Makers Fair
- Book Fair/Family Academic Night
- MTSS Services/504 Services/Special Education Services

C. The Hunt Elementary school will, with the assistance of the district and its parents, educate its teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with partners in the value and utility of contributions of parents and families, and on how to implement and coordinate parent and family programs and build ties among parents, families and schools by:

- Staff Development
- Faculty Meetings
- Teacher Memos as necessary

D. The Hunt Elementary school will, to the extent feasible and appropriate, coordinate and integrate parental and family engagement programs and activities with Head Start, CISD Family Center, and The Boys and Girls Club. The school will also conduct other activities, such as parent and family resources centers, which encourage and support parents and families in more fully participating in the education of their children by:

- Free Transportation
- Parent/Student Resources
- Free Breakfast and Lunch Services

E. The Hunt Elementary school will take the following actions to ensure that information related to the school and parent/family-programs, meetings, and other activities is disseminated to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Newsletters
- Blackboard Connect
- Social Media Networks – District Website, District Facebook

7. The Hunt Elementary School will help maintain a Safe and Drug-Free School by:

- Active participation and implementation of safety measures by Campus Safety Committee consisting of staff, parents/family members, community members
- Red Ribbon Week Activities
- Anti-Bullying Programs/Bullying Committee
- Emergency Management Training for staff
- Routine emergency drill practice for the campus
- Provide time-out and restraint training necessary to comply with state regulations ● Continue to evaluate and maintain campus security devices such as cameras, access control, fire alarms, visitor management systems, and portable radios
- Utilize Raptor system to monitor entry and access to campus facilities
- Enforce campus procedures and expectations as outlined in PBIS matrix
- Provide materials as needed to students, parents and families for prevention of drugs, alcohol, violence, physical or verbal aggression and bullying
- Provide diversity training

8. The Hunt Elementary School will help promote College and Career Readiness by:

- Annual Career Day Event
- College Shirt (Wednesdays)
- College Memorabilia throughout campus
- STREAM Class for all students

NOTE: Events may be canceled or scheduled in a virtual format due to guidelines and mandates associated with school safety.

8. ADOPTION

The Hunt Elementary School Parental and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the **Cuero Independent School District** and will be in effect for the period of July 1, 2026 to June 30, 2027. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2026. _____

_____*(Signature of Authorized Official)*

(Date

John C. French Elementary

Family Engagement Plan 2026–2027

Introduction

John C. French Elementary is committed to empowering families as partners in supporting the early learning and development of their children. We strive to provide meaningful educational opportunities, resources, and connections that strengthen student learning and promote lifelong success.

John C. French Elementary will implement family engagement strategies grounded in research-based best practices. These strategies are designed to strengthen relationships among families, schools, and the community while supporting student achievement, development, and family well-being.

A. Facilitate Family-to-Family Support

John C. French Elementary will create opportunities for families to build positive, productive relationships and learn from one another through strategies such as:

- Providing welcoming and inclusive opportunities for families to connect with one another and with school staff.
- Offering a variety of family engagement activities while considering barriers that may prevent families from participating.
- Hosting events and activities such as Meet the Teacher, Family Nights, Color Run, Thanksgiving Luncheon, PTO activities, Christmas Bazaar, Painting Night, Sneak Peek to Pre-K and Kindergarten, Magical Mondays, and parent conferences.
- Providing beginning-of-year conferences and other opportunities to help families understand academic expectations, student goals, and available campus supports.

B. Establish a Network of Community Resources

John C. French Elementary will build and maintain partnerships with community organizations and local businesses that provide resources, services, and opportunities for students and families.

Community partners may include:

- Cuero ISD Education Foundation
- H-E-B
- Walmart
- Cuero Lions Club
- DeWitt Electric Cooperative
- Keep Cuero Beautiful
- Texas A&M AgriLife Extension – DeWitt County
- Full-O-Pep
- State Farm Insurance
- Texas Farm Bureau
- Local realtors and businesses
- AlphaLyfe Security Company

- Cuero Police Department
- Texas Department of Public Safety
- DeWitt County Sheriff's Office

Additional community partnerships will be developed throughout the year based on the needs of students and families.

C. Increase Family Participation in Decision-Making

John C. French Elementary values family input and will provide opportunities for families to participate in decisions affecting students and the school community through strategies such as:

- Providing campus climate, needs assessment, program, and family engagement surveys.
- Inviting parents and family members to participate in the Campus Performance Objective Committee (CPOC) and District Performance Objective Committee (DPOC).
- Encouraging participation in the School Health Advisory Council (SHAC).
- Conducting fall and spring Title I meetings.
- Encouraging participation in PTO meetings and activities.
- Gathering family feedback regarding future programs, campus needs, and family engagement opportunities.

D. Equip Families With Tools to Enhance and Extend Learning

John C. French Elementary will provide families with information, resources, and strategies they can use to support learning at home through opportunities such as:

- Family Literacy and Reading Nights that provide developmentally appropriate activities and resources for families to use at home.
- Individual family conferences at the beginning and end of the school year to discuss student progress, readiness, goals, and ways families can support learning at home.
- Magical Mondays and other extended-hour opportunities that provide special programs, library access, and connections to school resources and services.
- Summer literacy opportunities and camps.
- Providing families with information and resources related to early literacy, mathematics, social-emotional development, attendance, and school readiness.

E. Build Staff Capacity to Support Family Engagement

John C. French Elementary will support staff in developing skills and using evidence-based practices that strengthen partnerships with families and help students meet learning benchmarks through strategies such as:

- Opportunities for teachers to observe and learn from colleagues.
- Learning Without Tears professional development.
- Scheduled data meetings and Professional Learning Communities (PLCs).
- Collaborative team planning and discussion.
- Bluebonnet Learning professional development and instructional support through Region 3 Education Service Center.
- Multi-Tiered Systems of Support (MTSS) processes and professional learning.
- Training and collaboration related to academic and behavioral interventions.
- Ongoing instructional coaching and support.

F. Evaluate Family Engagement Efforts and Use Results for Continuous Improvement

John C. French Elementary will regularly evaluate family engagement efforts and use feedback and data to strengthen future practices through strategies such as:

- Setting student-centered goals in partnership with families.
- Including measurable family engagement goals and strategies in the Campus Improvement Plan.
- Surveying families annually regarding their child's school experience, communication, and opportunities for family involvement.
- Reviewing participation and feedback from family engagement activities.
- Evaluating programs annually with campus and district staff.
- Using survey results, participation data, and family feedback to identify needs and improve future family engagement opportunities.

Conclusion

John C. French Elementary recognizes that families are essential partners in a child's education. Through this Family Engagement Plan, the campus will promote shared responsibility, meaningful communication, and strong collaboration among families, staff, and community partners.

Our efforts will remain focused on creating a welcoming school community and providing families with the tools, resources, and opportunities they need to support the growth, learning, and success of every child.

G. Adoption

The John C. French Elementary Family Engagement Plan was developed jointly with, and agreed upon by, parents and family members of children participating in Title I, Part A programs.

This plan will be in effect from July 1, 2026, through June 30, 2027. John C. French Elementary will distribute the plan to parents and families of participating Title I, Part A students on or before September 1, 2026.

Misty Mitchell
Campus Principal
John C. French Elementary
mmitchell@cueroisd.org

CUERO ISD TRIP AGREEMENT: IN-TOWN

Occasionally, classes go on various in-town field trips by walking or riding in transportation provided by the CISD. By completing this form, you give your permission for your child to participate in these events during the 2026-2027 school year. All such trips will be under the direct supervision of an administrator or teacher.

I hereby give my permission for my child to accompany their class on various in-town field trips during the 2026-2027 school year.

Print name of student: _____

Signature of student: _____

Print name of parent: _____

Signature of parent: _____

Date: _____

School: _____

Grade level: _____

CUERO ISD TRIP AGREEMENT: OUT-OF-TOWN

The Cuero Independent School District ("Cuero ISD") will sponsor out-of-district Trips subject to the following terms and conditions.

Students and staff will travel by vehicles provided by the Cuero ISD Transportation Department. Parents/legal guardians or adult students are responsible for ensuring that students are at the designated departure site on time. The departure site and time will be determined by the Cuero ISD staff and the Transportation Director.

As the parent/legal guardian or adult student, I, _____, understand that students must comply with the District's *Student Code of Conduct* while on the Trip and that if a student engages in any misconduct, his/her parents will be notified and he or she will immediately be sent home at the parents' expense.

CONSENT FOR MEDICAL TREATMENT
By my signature below, I authorize any administrator or professional faculty member of the District to consent to emergency medical treatment for any illness or injury that may occur to my child, _____, while participating in the Trip. I agree to bear full financial responsibility for costs associated with emergency medical treatment of my child during the Trip, including reimbursement of expenses incurred by chaperones or the District for medical-related expenses.
All students and chaperones that have medical insurance must provide pertinent insurance information.

RELEASE & CHOICE OF LAW
I agree that neither the District nor its chaperones shall bear any responsibility or liability for any accident or injury that may occur to my child while participating in this Trip. Furthermore, I agree that I am personally responsible for any costs arising out of damage caused by my child on the Trip.
I agree that this Agreement shall be governed by, interpreted, and enforced in accordance with the laws of the State of Texas. Moreover, any dispute arising out of my child's participation in the Trip shall be governed by the laws of the State of Texas or federal laws as interpreted by federal courts within Texas, the Fifth Circuit, or the United States Supreme Court.
Additionally, any dispute between a student/parent and the District shall be resolved informally or through the courts of the State of Texas, federal courts within Texas, the Fifth Circuit, or Supreme Court, but not in the state or federal courts in other state. The District does not hereby waive any immunity to which it is entitled under any state or federal law. This Agreement constitutes the entire and complete understanding between the District and the Parent and Student. The parties agree that if any provision of the Agreement is held to be unenforceable or invalid, that portion will be stricken and the remaining provisions will be enforceable.

PERMISSION
By my signature below, I acknowledge that I have read this Trip Agreement and agree to its terms, and I give my permission for my son/daughter to participate in Cuero Independent School District sponsored Trips for the school year.

Known Allergies:

_____

Current Medications:

_____

Insurance Name: _____

Responsible Party:

_____	_____	
Parent/Legal Guardian (printed)	Student (printed)	Date
_____	_____	
Parent/Legal Guardian (signature)	Student (signature)	Date

Cuero ISD Healthy Snack Suggestions

Snack time serves to satisfy the nutritional needs of children as well as reinforce food and nutrition lessons from the health curriculum. Please keep this in mind when selecting snacks and treats for your child to consume in the classroom.
Some classmates may have life threatening allergies to peanuts and peanut butter. Please keep this in mind when preparing your child's snack.

These are adopted from the USDA Smart Snack guidelines:

Each snack should be less than 200 calories. Each snack should be portioned into individual serving size. Check the label Sodium should be less than 230 mg. Less than 35% of the calories should come from fat or sugar. No Trans-fat content. Whole grain should be listed first on items from the grain group.

Healthy suggestions include:

- Fruit- grapes, berries, apple, orange, mandarins, pears, bananas
- Vegetables – carrots, celery sticks, broccoli, cherry tomatoes, pepper strips, cucumber, cauliflower, zucchini
- Animal crackers, Bagel (half), Breadstick
- Cereal- Low sugar, whole grain dry breakfast cereal
- Cheese Crackers
- Deli meat folded into rolls or cut in squares
- English Muffin
- Flour tortilla with cream cheese
- Fruit grain bars
- Graham crackers
- Goldfish
- Granola bar
- Muffin- low fat fruit
- whole grain crackers
- Pita
- Popcorn
- Pretzels
- Raisins or other dried fruit
- Rice cakes
- Sandwich half or squares
- String cheese
- low fat Trail mix
- Waffle (whole grain) with fruit spread
- high protein snacks
- beef jerky

WATER IS THE ONLY BEVERAGE ALLOWED DURING SNACK TIME.

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PREFACE

To Students and Parents:

Welcome to the 2026-2027 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The *Cuero Independent School District Student Handbook* is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Cuero ISD *Student Code of Conduct*, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook, posted on the Cuero ISD website at www.cueroisd.org .

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* that were most recently adopted by the board are to be followed.

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

Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect *Student Handbook* provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the *Student Handbook* at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

If you or your child has questions about any of the material in this handbook, please contact the campus principal.

Please complete and return to your child's campus all forms provided to your student at the beginning of the year or upon enrollment.

NOTE: References to policy codes are included so that parents can refer to board policy. A copy of the district's policy manual is available for review in the district office or online at www.cueroisd.org .

SECTION I: PARENTAL RIGHTS

This section of the *Cuero ISD Student Handbook* includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological or Psychiatric Evaluation

Unless required under state or federal law, a district employee or contactor of the district will not conduct a psychological or psychiatric examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under the age of 14 must have parental permission to receive instruction in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum).

This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

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

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

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 form the teacher or other school official.

[See **Video Cameras** for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Pprohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet ***OR*** submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

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

Note: If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Limiting Electronic Communication 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 set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.
If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The 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 is generally not considered harmful or an invasion of privacy if released. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school-wide or classroom recognition; a student's name and photograph posted on a

district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. This directory information will be released to anyone who follows procedures for requesting it.
However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year OR on a later date established by the District. [See the **"Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information"** included in this handbook.]

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

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes:

CISD BOARD POLICY [FL (LOCAL)] states: For the purposes of this policy, "school officials" shall mean any employees, trustees, or agents of the District, of cooperatives of which the District is a member, or of facilities with which the District contracts for placement of students with disabilities. The term also includes attorneys, consultants, and independent contractors who are retained by the District, by cooperatives of which the District is a member, or by facilities with which the District contracts for placement of students with disabilities.

School officials have a "legitimate educational interest" in a student's records when they are 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; or investigating or evaluating programs.

For these specific school-sponsored purposes, the district would like to use your child's

- student 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.

This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

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

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:
Political affiliations or beliefs of the student or the student's parent.

- Mental or psychological problems of the student or the student's family.
- Sexual 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 parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

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

"Opting Out" of Participation in Other Types of Surveys or Screening and the Disclosures of Personal Information

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information. NOTE: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for; or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

As a parent, you may inspect a survey created by a third party, instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. The ED provides extensive information about the Protection of Pupil Rights Amendment https://studentprivacy.ed.gov/resources/protection-pupil-rightsamendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

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

Human Sexuality Instruction: Annual Notification

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

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

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

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

In accordance with state law, please contact the Nurse Supervisor for a summary of the district's curriculum regarding human sexuality instruction.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

Consent Before Human Sexuality Instruction

Before a student receives instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

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

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

Annual Notification

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

For more information, see the district's abuse prevention instruction website at www.cueroisd.org.

In accordance with state law, a parent may:

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

[See Consent to Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

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

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. The mental health liaison may be reached at (361) 275-1900 ltimpone@cueroisd.org. The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.
[See **Mental Health Support** on page]

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution

• A specific recitation from the Declaration of Independence for students in grades 3-12
Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:
• A parent provides a written statement requesting that their child be excused
• The district determines that the student has a conscientious objection to the recitation
• A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity
[See policy EHBK(LEGAL) for more information.]

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and a specific recitation from the Declaration of Independence for students in grades 3–12.

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and A Minute of Silence** and policy EC (LEGAL).]

Religious or Moral Beliefs

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

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 is in need of additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, 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.

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

[Also, refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

OPTING OUT OF ADVANCED MATHEMATICS IN GRADE 6-8

The district will automatically enroll a student in grade 6 in an advance mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrated proficiency in the student's grade 5 mathematics course work. Enrollment in an advance mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advance mathematics in grades 9-12. The student's parents may opt the student out of automatic enrollment in an advance mathematics course.

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

Parent Review of Instructional Materials and Plan

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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 years ends. However, tests that have not yet been administered will not be made available for parent examinations.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

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

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, as requested.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request. Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by accessing the student's campus on the Cuero ISD website where all syllabi are posted for each course.
[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see
Library (All Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.
The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year. For more information about requesting an instructional materials review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Student Records

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns
- 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
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information]
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

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 the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at Objecting the Release of Directory Information are:

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

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

https://studentprivacy.ed.gov/file-a-complaint

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

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

Inspection and release of student records is primarily restricted to an eligible student or a 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 meets at least one of the following criteria: reaches the age of 18, is emancipated by a court, or enrolls in a post-secondary institution. However, the parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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, 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 or staff 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 authorized representatives of various governmental agencies, including juvenile service providers, the US Comptroller General's office, the US Attorney General's office, the US Secretary of Education, TEA, the US Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

- To individuals or entities granted 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 a student has received.

- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for; on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information, it has designated as directory information.

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

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The address of the superintendent's office is 960 East Broadway, Cuero, TX 77954.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. **[See FINALITY OF GRADES at FNG (LEGAL), Report Cards/Progress Reports and Conferences, and Student or Parent Complaints and Concerns for an overview of the process.]**

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's website at www.cueroisd.org .

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

Teachers and Staff Professional Qualifications

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

Students with Exceptionalities or special circumstances

Children of Military Families

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 will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from deployment of at least four months

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

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the superintendent or designee to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or campus principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance. [See **Bullying,** policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been

a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]

- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE(LOCAL).

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

A student who is currently in the conservatorship (custody) of the state and 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, and the district will grant proportionate course credit by semester (partial credit) when a student does only passes one semester of a two-semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the 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, 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.

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

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

Students Who Are Homeless

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

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous
- academic records, or misses an application deadline during a period of
- homelessness;

- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student
- passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- 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 he or she 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.

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

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

STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION OR 504 SERVICES

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Crystal Hamilton at 361-275-1903.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program.

Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is ~~Ms.~~ Kimberly Fleener at 361-275-1922. [See also Students with Physical or Mental Impairments Protected under Section 504.]

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First
- TEA Special Education Parent and Family Resources

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies

Texas Driving with disabilities program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to

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

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

Students Who Speak A Primary Language Other Than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Students With Physical Or Mental Impairments Protected Under Section 504

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. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

[See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services for more information.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the superintendent or campus principal.

ABSENCES/ATTENDANCE

Regular school attendance is important for many reasons. Your child receives the maximum benefit of education by being in school every day, and numerous studies have shown a strong link between academic performance and consistent attendance. Because attendance is so critical for the quality of your child's education, the State of Texas has a Compulsory Attendance Law.

Texas law requires schoolchildren to attend school each day that instruction is provided. The law applies to children between the ages of 9 and 19. If you voluntarily enroll your child in prekindergarten or kindergarten before the age of six, school attendance laws apply to your child also.

Although perfect attendance is the goal at Cuero ISD, it is not always possible. School districts are required to excuse student absences under certain circumstances.

Cuero ISD is required to enforce two (2) state laws that govern attendance requirements for students. The Compulsory Attendance Law, dealing with too many unexcused absences and the "90% Rule", attendance for credit. Both of these laws are explained below.

COMPULSORY ATTENDANCE (TRUANCY) *TEC Section 25.085*

A complaint against the parent may be filled in DeWitt County Truancy Court for failure to attend school and/or contributing to non-attendance if:

- Student is absent from school on three (3) or more days or parts of days within a 4-week period without a written excuse, or
- Student is absent from school ten (10) or more days or parts of days within a 6-month period without written excuse.

90% RULE EXPLAINED *TEC Section 25.092*

In addition to the Texas Compulsory Attendance Law, districts are required to enforce the 90% rule which applies to a student in any grade level from Kindergarten through 12th grade. Students must attend 90% of the day a class is offered to receive credit or a final grade. ***The 90% rule applies to ALL absences, both excused and unexcused (excluding those exempt by law).***

For Elementary AND Junior High Students:
Students can miss up to 17 days (or parts of days) of school for the school year.

For High School Students:
Attendance is by class period. Credit is awarded each semester. For the fall semester, after a student misses **8 class periods** per course, they will lose credit and will be required to make up attendance hours. For the spring semester, after a student misses **9 class periods** per course, they will lose credit and will be required to make up attendance hours.

CLASSIFICATION OF ABSENCES:
EXCUSED ABSENCES

Absences that are considered EXCUSED and exempt from the 90% Rule under Texas State Law when the parent/guardian provides documentation that explains the reason for the absence **within 48 hours** after the student returns to school.

ALL grade levels:

- Observing religious holy day
- Attending a required court appearance
- Appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship or to take part in a United States naturalization oath ceremony
- Serving as an election clerk
- Healthcare appointment (doctor, dentist, etc.) for student or student's child with appropriate documentation, which includes absences related to autism services and mental health appointment. ***(Note from the healthcare provider must be submitted)***
    - If a student attends school on the day of the appointment, either before or after the appointment, the student will receive credit for attending the whole day
- An absence resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form.
- Absences for attendance in a released time course in religious instruction
- Students in the custody of the state
- Court ordered family visitations, or any other court ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hour
- For children of military families, absences of up to (5) days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments
- Students in grades 6-12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran

High School:
The below listed absences are only allowed with prior approval from the principal, and the student verifies these activities to the district.

- College/Career Investigation visits Juniors and Seniors Only **(2 days per year)**

- Students 17 years and older pursuing enlistment in a branch of the US Armed Forces **(4 days)**
- Student serving as a voting or election clerk **(2 days)**
- Obtaining a driver's license **(1 day for obtaining permit, 1 day for obtaining driver's license)**

Absences that are considered EXCUSED under District Policy:

- Personal illness of the student with appropriate documentation
    - Parents can excuse their child's absence no more than five (5) times by a note for personal illness per semester. After the fifth parent note, only doctor's, dentist's, immigration, and court notes will be excused.
- Death of an immediate family member with appropriate documentation
- Parent Request Days - There may be times when circumstances dictate that parents must take their children out of school for family reasons and other justified reasons; therefore, certain absences may be classified as excused on request of parents when pre-approved by the principal or assistant principal. Requests may not exceed three (3) days per year and requests will not be granted for days designated as semester test days.
- School administrator sent student home from school
- UIL Activities
- School-sponsored curricular or extracurricular activities

UNEXCUSED ABSENCES

An unexcused absence is an absence that does not meet state or district guidelines. Unexcused absences also occur when the parent cannot produce any documentation that explains the absence or if the parent presents documentation that does not meet criteria for excused absences.

A Part of Day Absence (POD):

In grades Pre-K through 5th grade, Part of Day absence (POD) is defined as 50 minutes or more of lost instructional time throughout the day. If a student consistently misses any part of the school day including, but not limited to, coming in late or leaving early, a district attendance warning letter may be sent to parents cautioning them of possible court action if those parts of the day continue.

Absences that are considered UNEXCUSED:

- Part of Day Absence (POD) without a parent/doctor note
- Being absent without parent/legal guardian consent or knowledge
- Being absent without written notification from a parent/legal guardian
- Being in an unauthorized area of the school or campus without permission
- Weddings and family reunions
- Vacations/Cruises and international travels
- Needed at home for babysitting, chores, etc.
- Missing the bus/car trouble
- Participation in non-UIL extracurricular activities without prior school approval.
- Any absence which cannot be classified as an excused absence according to the above policy defining excused absences.

When a tardy becomes an unexcused absence (Junior High & High School):

Students are considered absent if they are not physically present in the classroom within **10 minutes** after the tardy bell. A student's backpack or personal belongings dropped off during the passing period does not represent attendance in the classroom.

OFFICIAL ATTENDANCE-TAKING TIME (ALL GRADE LEVELS)

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. The specific time will be designated by the campus principal at the beginning of the school year.

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

DOCUMENTATION AFTER ABSENCE

Parent/Guardian Note (ALL GRADE LEVELS):

The parent/guardian must provide an explanation for any absence upon the student's arrival or return to school. All notes for excused absences must be received within **48 hours** of a student's absence. The campus may accept a phone call or email from the parent, but the district reserves the right to require a written note.

REMINDER: Parents can excuse their child's absence no more than five (5) times by a parent note for personal illness per semester. After the fifth parent note, only doctor's, dentist's, immigration, and court notes will be excused.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

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

Doctor's Note (ALL GRADE LEVELS):

Upon return to school, a student who is absent because of personal illness for more than **5 consecutive days, or who has used all their allowed parent notes for the semester** must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

MAKE-UP WORK AFTER ABSENCE

The student is required to contact their teachers to arrange make-up of assignments and exams. Failure to make up assigned work within the time allotted by the teacher may result in a grade of zero (0) for the assignment(s). Normally, one day is allowed to make up work for each day absent, beginning on the date of return. Assignments given prior to absences are due on the date required, or the date of return, unless the teacher determines additional time should be provided.

Students attending or participating in any school sponsored/school related activity on or off school property are considered to be present- not absent from school. Therefore, they will not be permitted to have additional days to turn in missed assignments.

Students shall receive **no higher than a 70** on any make-up work after an unexcused absence.

STUDENT CHECK-IN AND CHECK-OUT

- Students are **REQUIRED** to check in and out of school through the Front Office.
- Only a person specified as parent/legal guardian may check out a student. You must show your ID and complete the sign out form.
- In order to have someone else check out a student, the parent/legal guardian must first must contact the front office with the following information:
    - Name of person checking out student
    - Reason for dismissal
    - Expected check out time
- If a student who drives to school needs to leave early, the parent/legal guardian must call the front office or send written permission for the student to check out and leave campus. This still applies for 18+ years old unless the student is self-enrolled. ***The student must still check out at the Front Office before leaving campus.***
- Documentation regarding the reason for the absence will be required upon return to campus.

Note: Students who leave campus in violation of these rules will be considered truant and subject to disciplinary action.

Tardy Procedure

Cuero ISD and its teachers expect all students to arrive to class on time, to limit disruption in the classroom. Students are considered tardy if they are not physically present in the classroom when the tardy bell rings. All students that arrive after the morning bell are required to report to the office to receive a tardy slip. Repeated instances of tardies may lead to appropriate disciplinary action as outline below:

Elementary School:

After the 7th and 12th tardy, the student will receive an office referral and the student will no longer be eligible for the Good Citizenship awards for that six weeks.

7th Tardy	Student and parent conference with the principal and/or counselor
12Th Tardy	Student and parent conference with the principal and/or counselor
12+ Tardy	Further disciplinary action at discretion of administrator will be taken

Junior High & High School:

1st Tardy	Warning

2nd Tardy	Warning
3rd Tardy	Administrator Parent Contact/1 Day lunch detention
4th Tardy	2 Days lunch detention
5th Tardy	3 Days lunch detention
6th Tardy	1 Day after-school detention
7th tardy	2 Days after-school detention
8th tardy	3 Days after-school detention
9th tardy	Saturday School
10th +	Further disciplinary action at discretion of administrator will be taken

DRIVER LICENSE ATTENDANCE VERIFICATION

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 3 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

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

FAILURE TO COMPLY WITH COMPULSORY ATTENDANCE (TRUANCY)

School employees must investigate and report violations of the Compulsory Attendance Law. The goal of each campus is to provide truancy prevention measures for students who exhibit attendance issues in a way that meaningfully addresses the student's overall attendance. Cuero ISD may delay the referral to truancy court if the Truancy Prevention Measures are successful and the delay is in the best interest of the student.

When a student ages 6 through 18 years of age incurs three (3) or more unexcused days or parts of days within a four-week period, the school will send a notice to the parent, as required by law.

The notice will:

- Remind the parent/guardians that is the parent's duty to monitor the student's attendance and require the student to attend school and that the parent is subject to prosecution if the student fails to attend school.
- Request a conference between the school administrators and the parent.
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, referrals to either in-school or out-of-school counseling or other social

services, referral to DeWitt County Juvenile Probations Truancy Prevention Program, and any other measure considered appropriate by the district.

The truancy prevention facilitator for the campus will be determined by the campus principal. If you have any questions about your student and the effect of their absences from school, please contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten (10) or more days or parts of days within a six-month period in the same school year.

If a student age 12 through 18 incurs unexcused absences of ten (10) or more days or parts of days within a six-month period in the same school the year, in most circumstances, they will be referred to DeWitt County Truancy Court.

FALLING BELOW 90% ATTENDANCE RULE

If the student drops below 90% attendance but attends class at least 75% of the days the class is offered, the student may receive credit or a final grade for the class if he or she completes a plan, approved by the principal or attendance officer, which allows the student to fulfill the instructional requirements for the class.

If a student falls below the 75% attendance rate or has not completed the plan approved by the principal or the attendance compliance officer, the student will be referred to the Campus Attendance Review Committee for review. If applicable, the committee will develop a plan that will allow the student to regain credit or a final grade lost due to attendance. Each plan will be unique and based on the individual student's circumstances, and the committee will attempt to ensure the plan is in the best interest of the student.

ATTENDANCE MANAGEMENT PROTOCOL

Truancy and Truancy Prevention Measures:

Parent/Guardian will be notified of absence daily by Ascender (automated email/phone call).
It is the parent/guardian's responsibility to ensure that he/she provides current and up to date contact information to the school.

If a student has three (3) unexcused absences within a 4-week period, the student will receive a Compulsory Attendance Notification letter. The letter will be

sent to the student's parent/guardian. ***The parent/guardian has five (5) school days to contact the attendance clerk at their school to correct any errors.***

When a student has six (6) unexcused absences a Compulsory Attendance Notification letter will be sent to the student's parent/guardian requesting a meeting to discuss their child's unexcused absences, and an Attendance Behavior Improvement Plan will be implemented.

If truancy prevention measures do not work, and the student has ten (10) unexcused absences in a 6-month period, the school may refer the case against the parent to court and the case against the student (if ages 12-18) to the DeWitt County Truancy Court.

Failure to Attend School 90% Rule:

Parent/Guardian will be notified of absence daily by Ascender (automated email/phone call).
It is the parent/guardian's responsibility to ensure that he/she provides current and up to date contact information to the school.

When a student has six (6) absences a Failure to Attend School letter will be sent to the student's parent/guardian requesting a meeting to discuss their child's absences.

When a student has (8) absences in a semester, attendance make-up time will be assigned to the student to prevent loss of credit.

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

Guidelines for Make-up Day:

A student may be required to make up days when dropping below the 90% rule for any course. Saturday School, Detention Hall, summer school, or approved community service may be allowed for make-up days.

NOTE: 4 hours SATURDAY SCHOOL = 8 hours for attendance

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** and policy at EIF.]

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (ALL GRADE LEVELS)

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

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

Information about all of these can be found on the district's website at www.cueroisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage. TEA Performance Reporting Division (https://tea.texas.gov/texas-schools / accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test (Grade 10-12)
A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact the principal for information about this opportunity.

AWARDS AND HONORS (ALL GRADE LEVELS)

CUERO HIGH SCHOOL

Each year in May, the Cuero High School holds the annual Awards Day Assembly. At this time, the highest-ranking student in each subject will be recognized and will receive an achievement award. Students taking a course as Pass/Fail will be eligible to receive a highest-ranking award for that subject if that student has the highest percentage grade in that subject. The recipient in each subject will be determined by his grade average from the beginning of the school year through the end of the fifth cycle. At this time special awards, attendance awards, civic awards, and scholarships will be presented.

Academic awards will be made to four of the eight highest-ranking students in each grade. Of these eight, the four scoring the highest on a standardized test (providing they score above the 90th percentile) will be recommended to the principal for final approval for the Academic Award. A student may receive an Academic Award in addition to awards given in UIL competition.

The award for academic recipients will be as follows:

1st Year—Bronze Medal	3rd Year—Gold Medal
2nd Year—Silver Medal	4th Year—Blanket

Nomination shall be based only on scholarship and citizenship. A student may meet the requirements for an award and not receive the award, if, in the opinion of the awards committee, the student has not displayed proper attitudes toward the school, the teaching staff, and fellow students.

CUERO JUNIOR HIGH SCHOOL

Each year in May, the Cuero Junior High School holds the annual Awards Day Assembly. Special awards, attendance awards, and civic awards will be presented during the assembly. Since attendance is recorded each class period, students must be present each period on each school day in order to be recognized for Perfect Attendance at the end of the year.

ELEMENTARY CAMPUSES

At the end of each six-weeks and at the end of the year, Award Recognitions will be held.

[See **Academic Counseling**.]

BULLYING (All Grade Levels)

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

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done using of any electronic communication device, including a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:
1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, and theft of valued possessions, name-calling, rumor spreading, or ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.
The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

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, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of bullying incident will relay the report to an appropriate administrator. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by means provided to the students.

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

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 those individuals, as well as to any students who have been identified as witness 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 at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. See **Safety Transfers/Assignments**.

FFI(LOCAL) STUDENT WELFARE: FREEDOM FROM UING	***Note:*** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child **abuse and neglect**, see FFG.
BULLYING PROHIBITED	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
EXAMPLES	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
EXAMPLES	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES STUDENT REPORT	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The

	Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
NOTICE OF REPORT	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take

	corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
DISCIPLINE	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

A copy of the district's policy is available in the principal's office, superintendent's office, and on the

district's website. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

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

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs in Agriculture, Family Consumer Science, Business, Health Services, and Industrial Technology. Admission to these programs is based on aptitude, prerequisite courses, teacher approval, and space availability.

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

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

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

[See **Nondiscrimination Statement** for additional information regarding the district's efforts regarding participation in these programs. Kimberly Fleener is the Title IX coordinator and ADA Section 504 coordinator. She will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to ensure our student's safety, the following guidelines will be followed. The food items must be store bought sealed and contain a list of ingredients. Campus nurse must approve the food items before items will be distributed to the class. It is recommended, at least one week before the planned event, that the teacher has approved the food items. All parties must be planned after lunch. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

See **Food Allergies**.

CHILD SEXUAL ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (ALL GRADE LEVELS)

The district has established a plan for addressing child sexual abuse, neglect, trafficking and other maltreatment of children, which may be accessed at CISD Administration Building. The contact person is Kimberly Fleener at 361-275-1922. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child.

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

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

PHYSICAL ABUSE

Possible warning signs of physical abuse include:

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

SEXUAL ABUSE

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty sitting or walking,
- Extreme fear of being alone with adults of a particular gender,
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexually victimization of other children
- Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

EMOTIONAL ABUSE

Possible warning signs of emotional abuse include:

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

NEGLECT

Possible warning signs of neglect include:

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

WARNING SIGNS OF TRAFFICKING

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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

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

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at1-800-252-5400 or on the web at Texas Abuse Hotline Website: www.txabusehotline.org).

The following Web sites might help you become more aware of child abuse and neglect:

- Child Welfare Information Gateway Factsheet: (https://childwelfare.gov/pubPDFs/*whatiscan*.pdf)
- Kids Health, For Parents, Child Abuse: (https://kidshealth.org/en/parents/child-abuse.html
- Texas Association Against Sexual Assault, Resources
- Texas Attorney General, What We Can Do About Child Abuse Part One
- Texas Attorney General, What Can We Do About Child Abuse Part Two
- Office of the Texas Governor's Child Sex Trafficking Team: (https://gov.texas.gov/organization/cjd/childsextrafficking)

- Human Trafficking of School –aged Children: (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault: (https://taasa.org/product/child-sexual-abuse-parental-guide/)
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking: (https://safesupporivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking)

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at Texas Abuse Hotline Website).

CLASS RANK / HIGHEST RANKING STUDENT (SECONDARY GRADE LEVELS ONLY)

VALEDICTORIAN AND SALUTATORIAN

To be eligible for valedictorian or salutatorian honors, a student shall have been enrolled in the District high school all of his or her junior and senior years and shall have fulfilled the requirements for the Foundation Graduation Plan with Distinguished Achievement. [See also EIF.] During his or her tenure at the high school, the student shall have earned credits in at least three courses designated as Advanced Placement (AP), dual enrollment, or dual credit courses.

CLASS RANKING

For students entering Grade 9 in 2017-2018 and beyond, class ranking and academic average will be determined by courses weighted as follows:

- Regular courses will be unweighted and calculated on a 4.0 GPA scale.
- Honors and Pre-AP courses will be weighted on a 4.5 GPA scale.
- Advanced Placement courses, approved dual enrollment, and approved dual credit courses will be weighted on a 5.0 GPA scale.

Only grades from courses taken during the regular school year shall be used in determining a student's rank. Grades earned from schools not accredited by accepted accreditation agencies (TEA, SASC, and the like) shall not be used to determine class rank. Grade point average (GPA) for ranking purposes and for Valedictorian and Salutatorian honors shall be calculated at the end of cycle five of the six-week grading period. Grades for dual credit courses or college readiness courses provided in partnership with an institution of higher education (IHE) are not finalized until the end of a semester.

Only academic courses shall be used to compile grade averages. For students entering Grade 9 in 2017-18 and 2018-19, these courses shall include all courses except JH courses, PE, any Theatre course, Athletics, Dance PE (Cheer), Sports Medicine, Athletic Training, Band, Character Development (and any equivalent course), MAPS, Choir, Aide, Art, Dance (Trotters), and EOC.

Beginning with students entering Grade 9 in 2019-20 and thereafter, academic courses shall include all courses except those listed above with the additional exclusion of Teen Leadership.

Actual grades that students earned during the school year shall be posted on the academic achievement record. Course weights shall be used only to compute class rank and GPA, which shall be posted on the student's official transcript.

Transfer grades will receive grade points according to the Cuero High School schedule of course offerings and grade point values. These will be determined according to the weighted scale of each appropriate academic year prior to the current school year. Pass, P, from other districts, transfer as a Pass , P, with no numeric value.

HONOR GRADUATES

Students with a GPA of 90 or higher shall be designated as honor graduates. Students with a GPA of 4.0 or above will be designated as summa cum laude; students with a GPA of 3.8 to 3.99 shall be designated as magna cum laude, and students with a GPA of 3.5 to 3.79 shall be designated as cum laude graduates.

To be able to graduate with honors, a student must complete the final two consecutive semesters at the District high school.

NATIONAL HONOR SOCIETY

Only academic courses shall be used to determine membership in the National Honor Society.

EARLY GRADUATES

To be eligible to graduate early, a student shall meet the following requirements:

1. Prior to the start of the fall semester of his or her final year, submit a written application that includes parent approval, declaring an intent to graduate early;

2. Be classified as a senior prior to the start of the fall semester of his or her final year;

3. Complete all coursework and graduation requirements for the foundation program with an endorsement; and

4. Achieve satisfactory performance on all state-mandated testing required of the grade 9 class in which he or she began high school.

5. Met CCMR Indicator (College, Career, and Military Readiness) as recognized by TEA.

An eligible student who completes all of the outlined requirements in fewer than four years shall be ranked in the class with which he or she actually graduates, regardless the number of years the student is enrolled in high school. For rank purposes, a school year begins on the first day of the school year and ends on the last day of summer school.

Early graduates shall be eligible for honors recognition other than valedictorian and salutatorian. The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Students who choose to not graduate with their cohort (graduate a year early) will not be eligible to have an off period in their daily schedule.

CLASS SCHEDULES (Secondary Grade Levels Only)

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

COLLEGE AND UNIVERSITY ADMISSIONS and financial aid (Secondary Grade Levels Only)

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University from the summer/ fall 2026 term through the spring 2027, the University will admit the top five 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.

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

Upon enrolling in their first course that is eligible for high school credit, the district will provide written notice concerning the following:

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

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

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

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

COLLEGE CREDIT COURSES (SECONDARY GRADE LEVELS ONLY)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, college preparatory, or Advanced Placement (AP);
- Enrollment in an AP or dual credit course through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with various junior colleges; which may be offered on or off campus;
- Enrollment in courses taught through local junior colleges in the district; and,
- Certain CTE courses.

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

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

When selecting where to take college courses, parents and students should also consider when credit is awarded for the course and when the student's grade will be available for calculating GPA for ranking purposes. For all dual credit courses and college readiness courses, whether online or otherwise, students will receive credit at the end of the semester. Because Victoria College and Cuero High School follow different academic calendars and have different grading policies, student grades for dual credit courses and college readiness courses may not be available to include in Progress Reports. Students and parents are encouraged to monitor grades through Victoria College's Blackboard system. The scores for these courses will be available for GPA/Ranking purposes at the end of the fall semester. The grade earned to date in any dual credit course or college readiness course by the end of the fifth six weeks of the Cuero High School academic school year will be the grade used for GPA/Ranking Purposes for the spring semester.

COMMUNICATIONS

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

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district. If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.
A parent may update contact information by emailing the campus registrar.

AUTOMATED

Emergency

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

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

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. **[S**ee **Safety** for information regarding contact with parents during an emergency.**]**

COMPLAINTS AND CONCERNS (ALL GRADE LEVELS)

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in accordance with Education Code Chapter 26A.This policy describing the grievance process in detail is available in the district's online policy manual at www.cueroisd.org and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at www.cueroisd.org and complaint forms may be obtained in the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing the form to the campus principal.

In general, the student or parent should submit the written grievance form to the campus principal. If the concern is not resolved, appeal to the superintendent or superintendent's designee. If still unresolved, the district provides for the complaint to be presented to the board of trustees. Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

COMPUTER AND TECHNOLOGY RESOURCES

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail using district computers is not private and will be monitored by district staff. [For additional information, see policies at CQ.]

CONDUCT (All Grade Levels)

Applicability Of School Rules

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

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

Campus Behavior Coordinator

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

- John C French Elementary Campus Principal
- Hunt Elementary Campus Principal
- Cuero Junior High School Principal
- Cuero Senior High School Principal

Discipline Management Plan

The classroom teacher can successfully manage many behaviors. There will be immediate and consistent intervention of any behavior that interferes with an orderly classroom environment or the orderly operation of the school. The teacher and principal will maintain a record of offenses and disciplinary actions. Parents will be notified. When students are written up, a copy will be given to the student.

STANDARD SCHOOL RULES

- Follow the directions of the staff
- Observe classroom courtesy (Respect others)
- Bring necessary books and supplies to class
- Participate in the objectives of classroom instruction (No disruptions)
- Attend class on time
- Follow classroom rules
- No gum chewing allowed

LEVEL I offenses are those offenses which are generally corrected under the direction of the teacher. Level I offenses are not limited to only those listed. Good judgment must be employed to assure an orderly environment. Other infractions that negatively affect the teaching-learning process may be included. *Repeated violations shall result in a more severe response including movement to Level II.*

LEVEL	OFFENSES	CONSEQUENCES
I	• Violation of posted/standard classroom/school rules • Violation of staff directive • Scuffling or running in the classroom or building (horseplay) • Dress Code Violations (fixable) • PDA-Public Display of Affection (minor) • Tardies	• Private discussion of behavior • Verbal correction • Counseling • Parent conference • Withdrawal of privileges • Movement of student to another seat • D-Hall (teacher-held) • Self-Reflection

When the student fails to correct the inappropriate behavior after reasonable Level I consequences have been assigned, the staff may refer the students to the principal. The staff may refer a student immediately for severe disruptions.

Level II offenses include persistent repetition of Level I offenses and other offenses in the classroom and on the campus that require administrator intervention. The disciplinary action will depend on the offense, previous actions and the seriousness of misbehavior.

LEVEL	OFFENSES	CONSEQUENCES
II	• Violations of parking lot infractions • Continued violation of school rules • Lying • Cheating • Repeated Level I offenses • Cafeteria disturbance • Misbehavior at school sponsored events • Theft of another's property of minor value up to $5.00 value	• In School and Out of School Suspension • Corporal punishment- counts as an administrative D-Hall • Withdrawal of privileges • Parent conference • Restitution of damages • Administrative D-Hall • Removal to Principal's D-Hall • Removal to the alternative campus • Law enforcement referral

	• Minor damage to the property of others up to $5.00 value • Tobacco violation • Truancy • Dress code violation • Purposeful use of profane or abusive language • Leaving school grounds • Out of assigned areas on school property • Insubordination • Inappropriate remarks about or to another student • Violation of cell phone rules • Possession of prohibited items • PDA-Public Display Affection (major) • Excessive tardies	• Counseling with school counselors • Saturday Detention • Boot Camp
Level II offenses are not limited to only those listed above.		

Level III

Continued misbehavior could result in the assignment of more severe discipline action, including permanent removal from classes. Serious offenses include but are not limited to those listed below. Persistent misbehavior shall be defined as two or more referrals from Level II.

LEVEL	OFFENSES	CONSEQUENCES
III	• Theft exceeding $5.00 • Vandalism of property in which damage exceeds $5.00 • Fighting- hitting, kicking, biting (one or more students) • Bullying • Threatening or intimidating other individuals, purposefully agitating another • See *Student Code of Conduct* for listing of offenses requiring mandatory place in and Alternative Education Program (AEP) • Excessive tardies	• In School and Out of School Suspension • Principal's D-Hall • Suspension from school for up to three (3) days • Assignment to the alternative campus (DAEP) • Corporal punishment with parental consent • Boot Camp • Saturday Detention
Level III offenses are not limited to only those listed above.		
LEVEL	**OFFENSES**	**CONSEQUENCES**

IV	● Finding of incorrigible conduct ● See *Student Code of Conduct* for listing of offenses requiring mandatory expulsion	● Expulsion ● Long-term placement in DAEP

Any subsequent offenses will result in principal's D-Hall (OFI). D-Hall offenses do not have to be in any specific order. Punishment will be assigned appropriately for the misbehavior. Students may have a principal's D-Hall assignment before having an administrative D-Hall if that is the appropriate punishment for the misbehavior. After three Principal's D-hall/after school (OFI) sessions, students may be placed in DAEP for the next administrative level offense.

GENERAL GUIDELINES

When imposing discipline, District personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and maintain essential order and discipline.

2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:

   a) The seriousness of the offense;

   b) The student's age;

   c) The frequency of misconduct;

   d) The student's attitude;

   e) The potential effect of the misconduct on the school environment;

   f) Requirements of Chapter 37 of the Education Code; and

   g) The *Student Code of Conduct* adopted by the Board.

STUDENT CODE OF CONDUCT

The *Student Code of Conduct* containing information regarding student discipline shall be distributed at the beginning of the school year to students and parents, teachers, and administrators. The *Student Code of Conduct* shall be provided also to newly hired professional employees, newly enrolled students, and any other person on request.

REVISIONS

Revisions to the *Student Code of Conduct* during the year shall be communicated promptly to students and parents, teachers, and administrators and shall be posted on campus.

'PARENTS' DEFINED

Throughout the *Student Code of Conduct* and discipline policies, the term "parents" includes the single parent, legal guardian, or person having lawful control of the child.

DETENTION

For minor infractions of the *Student Code of Conduct* or campus or classroom rules, teachers or administrators may detain students after school hours on one or more days, as provided by the discipline management program and/or *Student Code of Conduct*. Before being assigned to detention, a student shall be informed of the behavior that allegedly constitutes the violation, and shall be given an opportunity to explain his or her version of the incident. The period of time for which a student is assigned to detention shall be used for educational purposes.

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.

Possession and use of Personal Communication Devices, including Cell phones, and other electronic Devices

In accordance with state law, the district prohibits permits students to the use of a personal communication device (such as cell phones, tablets, air pods, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct.

Elementary (PK-5th)

Students will be prohibited from possessing a personal communication device on school property during the school day.

Secondary (6-12th)

Students shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations. Out of Sight Out of Mind

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

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

If a student uses a personal communications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct. The parent may pick up the confiscated communications device from the principal's office. Confiscated communications devices that are not retrieved by the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information]

Inappropriate Use Of Technology

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content will be disciplined according to the *Student Code of Conduct* and may, in certain circumstances, be reported to law enforcement and may be punishable by law (Penal Code 43.261, Penal Code 21.19, Penal Code 21.16, Penal Code 43.26).. For other additional information, see https://txssc.txstate.edu/tools/courses/before-you-text/module-3-2 .

Social Events

School rules for behavior apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. A parent interested in serving as a chaperone for any school social events should contact the campus principal.

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 6 through 12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should contact their campus counselor's office to make an appointment.

CISD now has available LPC: Licensed Professional Counselors and LSW: Licensed Social Worker for the district. Unless court appointed, no outside counseling services will be allowed during school hours.

[Also, see **Substance Abuse Prevention and Intervention and Suicide Awareness and Mental Health Support, and Other Maltreatment of Children and Dating Violence]**

COURSE CREDIT (Secondary Grade Levels Only)

A student who earns a final grade of at least 70 in a course is considered to have met the standard for mastery and is awarded credit. In the case of a two-semester course, the two semesters must average to a 70.

- Scenario #1: A student earns a 60 in the fall semester and an 80 in the spring semester, so the final average is 70. In this case, the student earns the full credit.

For college courses taken as dual credit, a minimum of 70% is required to earn high school credit.

For college courses taken as Pass/Fail, a minimum of 70% is required to earn high school credit.

For courses taken through credit recovery, a minimum of 70% is required to earn high school credit. The highest grade a recover credit will be is 70.

CREDIT BY EXAM—If A Student Has Taken The Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

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

CREDIT BY EXAM For Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., 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, and state law requires the use of certain examinations, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which examinations are scheduled during the 2018–19 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

Students in Grades 1–5

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

Students in Grades 6–12

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

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

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

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, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office. [See policy FFH.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence see Reporting Procedures.

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to die by 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 law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's Office: Recognizing and Responding to Dating Violence Flier (https://www.texasattorneygeneral.gov/sites/default/files/chil-support/papa/sessions%2010/recognizing-relationship-violence-en.pdf)
- The CDC's Preventing Teen Dating Violence: (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendating/fastfact.html)

[See consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law, that it 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 Sex-Based Harassment

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

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

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.

Retaliation

Retaliation against a person, who makes a report of discrimination or harassment, including dating violence, is prohibited.

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by the FFH series of policies, 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 be considered bullying as defined by law and policy FFI, an investigation of bullying will be conducted. [See Bullying]

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

INVESTIGATION OF REPORT

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

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume 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 investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

DISCRIMINATION

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

DISTANCE LEARNING

All Grade Levels

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

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction. Virtual or hybrid courses offered by the district or by another district or to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. See **Extracurricular Activities, Clubs, and Organizations**.] In addition, for a student who enrolls in a virtual or hybrid 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 make a request that your child be enrolled in a virtual or hybrid course offered by the district, please contact the counselor.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus principal.

ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING	**EHDE (LEGAL)**

Distance Learning and Correspondence Courses	Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows: 1. The institution offering the correspondence course is The University of Texas at Austin, Texas Tech University, or another public institution of higher education approved by the commissioner of education. 2. Students may earn course credit through distance learning technologies such as satellite, Internet, two-way videoconferencing, online courses, the Texas Virtual School Network (TXVSN), and instructional television. 3. The distance learning and correspondence courses must include the state-required essential knowledge and skills for such a course. *19 TAC 74.23*
Texas Virtual School Network	The TXVSN is a state-led initiative for online learning authorized by Education Code Chapter 30A. The TXVSN is a partnership network administered by TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, institutions of higher education, and other eligible entities. The TXVSN is comprised of two components—the online school (OLS) program and the statewide course catalog. *19 TAC 70.1001(4)*
"Online School (OLS) Program"	"Online School (OLS) program" is a full-time, virtual instructional program that is made available through an approved course provider and is designed to serve students in grades 3–12 who are not physically present at school. *19 TAC 70.1001(7)* A TXVSN OLS may serve students in grades 3–12 but may not serve students in kindergarten–grade 2. A school district that operates a TXVSN OLS that serves students in full-time virtual instruction shall, prior to the start of each academic year, notify TEA of grade levels to be served and the total number of students to be served during that academic year. A school district may not add grade levels after the start of the school year. A TXVSN OLS or a school district wishing to add additional grade levels to its online program shall certify that the OLS has courses sufficient to comprise a full instructional program for each additional grade level to be served by the OLS prior to serving that grade level.

	School districts approved to serve as TXVSN OLSs shall follow the TEA procedures related to obtaining a campus number for the virtual campus through which they serve their TXVSN OLS students. School districts serving as TXVSN OLSs must follow all requirements in 19 Administrative Code 70.1011. *19 TAC 70.1011*
"Statewide Course Catalog"	"Statewide course catalog" is a supplemental online high school instructional program available through approved providers. *19 TAC 70.1001(10)*
Course Providers	A TXVSN course provider is an entity that provides an electronic course through the TXVSN. Course providers include TXVSN OLSs and providers in the statewide course catalog. *19 TAC 70.1001(8)*
Electronic Course	"Electronic course" means an educational course in which: 4. Instruction and content are delivered primarily over the Internet; 5. A student and teacher are in different locations for a majority of the student's instructional period; 6. Most instructional activities take place in an online environment; 7. The online instructional activities are integral to the academic program; 8. Extensive communication between a student and a teacher and among students is emphasized; and 9. A student is not required to be located on the physical premises of a school district or open-enrollment charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course. *Education Code 30A.001(4); 19 TAC 70.1001(1)*
OLS Eligibility	To be eligible to serve as a TXVSN OLS, a school district shall: 10. Have a current accreditation status of Accredited under 19 Administrative Code 97.1055 (relating to Accreditation Status); 11. Be rated acceptable under Education Code 39.054; 12. Be rated at the Standard Achievement level or higher under the state financial accountability rating system under 19 Administrative Code 109.1001 (relating to Types of Financial Accountability Ratings);

	13. Have met statutory requirements for timely submission of annual audit and compliance reports, Public Education Information Management System (PEIMS) reports, and timely deposits with the Teacher Retirement System, with all records and reports reflecting satisfactory performance; 14. Be in good standing with other programs, grants, and projects administered through TEA; and 15. Have been approved to operate a TXVSN OLS as of January 1, 2013. *19 TAC 70.1009(a)*
Statewide Course Catalog Provider Eligibility	To be eligible to serve as a course provider in the TXVSN statewide course catalog, a district must be rated acceptable under Education Code 39.054. A Texas school district may provide an electronic course through the TXVSN to a student enrolled in that district or school, a student enrolled in another school district or school in the state, or a student who resides in Texas who is enrolled in a school other than a public school district or charter school. *19 TAC 70.1007(a)*
General Requirements	TXVSN course providers shall: 16. Provide the TXVSN receiver district in which each TXVSN student is enrolled with written notice of a student's performance in the course at least once every 12 weeks; 17. Provide the TXVSN receiver district in which each TXVSN student is enrolled with written notice of a student's performance at least once every three weeks if the student's performance in the course is consistently unsatisfactory, as determined by the TXVSN course provider; 18. Notify students in writing upon enrollment to participate in the TXVSN course with specific dates and details regarding enrollment; 19. Meet all federal and state requirements for educating students with disabilities; 20. Provide a contingency plan for the continuation of instructional services to all TXVSN students allowing them to complete their TXVSN courses in the event that the contract or agreement through which the electronic courses are provided are terminated or the TXVSN courses become unavailable to students;

	21. Ensure a maximum class size limit of 40 students in a single section of a course and ensure that the class size does not exceed the maximum allowed by law, as applicable, whichever is less; and 22. Meet all reporting requirements established by TXVSN central operations, including timely submission of student performance reports, course completion results, catalog data, data required to verify instructor qualifications, and all data necessary for the TXVSN Informed Choice Report required under 19 Administrative Code 70.1031 (relating to Informed Choice Reports). *19 TAC 70.1007(c)*
Receiver District Requirements	A district is eligible to serve as a receiver district in the TXVSN statewide course catalog. Each TXVSN receiver district shall: 23. Register as a receiver district with TXVSN central operations; 24. Assign a qualified staff member to serve as the TXVSN coordinator; 25. Enroll a student who resides in Texas and who is enrolled in a school other than a public school district or charter school upon request by the student and/or parent or guardian; and 26. In accordance with 19 Administrative Code 74.26 (relating to Award of Credit), award credit to a student enrolled in the district who has successfully completed all state and local requirements and received a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for a course offered through the TXVSN statewide course catalog. *19 TAC 70.1008*
Courses	All electronic courses to be made available through the TXVSN shall be reviewed and approved prior to being offered in accordance with the course requirements at 19 Administrative Code 70.1005. *19 TAC 70.1005(a)* An electronic course or program that was offered or could have been offered during the 2008–09 school year under former Education Code 29.909, as that section existed on January 1, 2009, may be offered during a subsequent school year through the TXVSN. *Education Code 30A.006*
Student Eligibility ***Generally***	A student is eligible to enroll in a TXVSN course only if the student: 27. On September 1 of the school year is younger than 21 years of age or is younger than 26 years of age and entitled to the benefits of the Foundation School Program under Education Code 42.003;

	28. Has not graduated from high school; and 29. Is otherwise eligible to enroll in a public school in this state. A student is eligible to enroll full-time in courses provided through the TXVSN only if: 30. The student was enrolled in a public school in this state in the preceding school year; 31. The student is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year; or 32. The student has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year.
Exception for Military Dependents	A student is eligible to enroll in one or more TXVSN courses or enroll full-time in courses provided through the network if the student: 33. Is a dependent of a member of the United States military; 34. Was previously enrolled in high school in this state; and 35. No longer resides in this state as a result of a military deployment or transfer.
Provisional Enrollment	If a student has not provided required evidence of eligibility to enroll, a TXVSN OLS may enroll a student provisionally for ten school days and withdraw the student from the OLS if the student does not provide the required evidence of eligibility within ten school days of the provisional enrollment. Upon enrolling a student provisionally, the TXVSN OLS shall notify the student and the student's parents or guardians that the student will be withdrawn if documentation is not provided within the required timeframe. *Education Code 30A.002; 19 TAC 70.1013*
Enrolled Students	A student who is enrolled in the district as a full-time student may take one or more electronic courses through the TXVSN. *Education Code 30A.107(b)*
Unenrolled Students	A student who resides in this state but who is not enrolled in a school district or open-enrollment charter school in this state as a full-time student may, subject to Education Code 30A.155, enroll in electronic courses through the TXVSN. The student:

	36. May not in any semester enroll in more than two electronic courses offered through the TXVSN; 37. Is not considered to be a public school student; 38. Must obtain access to a course provided through the network through the school district or open-enrollment charter school attendance zone in which the student resides; 39. Is not entitled to enroll in a course offered by a school district or open-enrollment charter school other than an electronic course provided through the network; and 40. Is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course. *Education Code 30A.107(c)*
Enrollment, Advancement, And Withdrawal	A student taking a course through the TXVSN statewide course catalog or a TXVSN OLS program is considered to: 41. Be enrolled in a TXVSN course when he or she begins receiving instruction and actively engages in instructional activities in a TXVSN subject area or course; 42. Have successfully completed a course if the student demonstrates academic proficiency and earns credit for the course, as determined by the TXVSN teacher; and 43. Be, and must be reported as, withdrawn from the TXVSN when the student is no longer actively participating in the TXVSN course or program. A student taking a course through the TXVSN statewide course catalog: 44. Shall enroll in each TXVSN course through the TXVSN online registration system; 45. Shall be assigned a grade by the TXVSN teacher after the drop period established by TXVSN central operations; 46. May withdraw from a course taken through the TXVSN after the instructional start date without academic or financial penalty within the drop period established by TXVSN central operations; and 47. Shall have the grade assigned by the TXVSN teacher added to the student's transcript by the student's home district.

	A student enrolled full time in grades 3–8 must demonstrate academic proficiency sufficient to earn promotion to the next grade, as determined by the TXVSN teacher for the educational program. *19 TAC 70.1015*
Compulsory Attendance	Texas public school students are not required to be in physical attendance while participating in courses through a TXVSN OLS or the TXVSN course catalog. Based upon successful completion of a TXVSN course for students in grades 9–12 or a TXVSN OLS instructional program for students in grades 3–8, students are considered to have met attendance requirements for that course or program. A student who has successfully completed the grade level or course is eligible to receive any weighted funding for which the student is eligible. For audit purposes, TXVSN course providers and TXVSN receiver districts shall maintain documentation to support the students' successful completion and to support verification of compulsory attendance. "TXVSN receiver district" means a Texas public school district that has students enrolled in the school district who take one or more online courses through the TXVSN statewide course catalog. *19 TAC 70.1001(9), .1017*
Local Policy	A district shall adopt a written policy that provides students enrolled in the district with the opportunity to enroll in electronic courses provided through the TXVSN statewide course catalog. The policy must be consistent with the requirements regarding notice, enrollment requests, and students with disabilities as described below. A district shall, at least once per school year, send to a parent of each district student enrolled at the middle or high school level a copy of the policy. A district may send the policy with any other information that the district sends to a parent. *Education Code 30A.007; 19 TAC 70.1033*
Notice	At the time and in the manner that a district informs students and parents about courses that are offered in the district's traditional classroom setting, the district shall notify parents and students of the option to enroll in an electronic course offered through the TXVSN.
Requests to Enroll	Except as provided below, a district may not deny the request of a parent of a full-time student to enroll the student in an electronic course offered through the TXVSN.

	A district may deny a request to enroll a student in an electronic course if: 48. A student attempts to enroll in a course load that is inconsistent with the student's high school graduation plan or requirements for college admission or earning an industry certification; 49. The student requests permission to enroll in an electronic course at a time that is not consistent with the enrollment period established by the district providing the course; or 50. The district offers a substantially similar course. The course provider shall make all reasonable efforts to accommodate the enrollment of a student in the course under special circumstances. If a parent of a student requests permission to enroll the student in a TXVSN course, a district has discretion to select a course provider approved by TEA for the course in which the student will enroll based on factors including the informed choice report required by Education Code 30A.108(b).
Appeals	A parent may appeal to the commissioner a district's decision to deny a request to enroll a student in an electronic course offered through the TXVSN. The commissioner's decision under this subsection is final and may not be appealed. *Education Code 26.0031; 19 TAC 70.1008, .1035*
Students with Disabilities	For purposes of the policy, the determination of whether or not an electronic course will meet the needs of a student with a disability shall be made by the student's admission, review, and dismissal (ARD) committee in a manner consistent with state and federal law, including the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794. *Education Code 30A.007(b)*
Required Enrollment Prohibited	A school district or open-enrollment charter school may not require a student to enroll in an electronic course. *Education Code 30A.107(d)*
Inducements for Enrollment Prohibited	A course provider may not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the TXVSN. The commissioner shall revoke approval of electronic courses offered by a course provider that violates this prohibition. The commissioner's action under this section is final and may not be appealed. *Education Code 30A.1052*

Course Portability	A student who transfers from one educational setting to another after beginning enrollment in an electronic course is entitled to continue enrollment in the course. *Education Code 30A.1051; 19 TAC 70.1015(d)*
Student Assessment	All Texas public school students enrolled in the TXVSN are required to take the statewide assessments as required in Education Code 39.023 [see EKB]. The administration of the assessment instrument to the student enrolled in the electronic course must be supervised by a proctor. A district shall report to the commissioner through the Public Education Information Management System (PEIMS) the results of assessment instruments administered to students enrolled in an electronic course offered through the TXVSN separately from the results of assessment instruments administered to other students. All districts participating in the TXVSN OLS program are included in the state's academic accountability system. *Education Code 30A.110; 19 TAC 70.1023*
Funding	A district in which a student is enrolled is entitled to funding under Education Code Chapter 42 for the student's enrollment in a TXVSN course in the same manner that the district is entitled to funding for the student's enrollment in courses provided in a traditional classroom setting, provided that the student successfully completes the electronic course. Funding is limited to a student's enrollment in not more than three electronic courses during any school year, unless the student is enrolled in a full-time online program that was operating on January 1, 2013. *Education Code 30A.153* A district may decline to pay the cost for a student of more than three yearlong electronic courses, or the equivalent, during any school year unless the student is enrolled in a full-time online program that was operating on January 1, 2013. If the district declines to pay the cost, a student is able to enroll in additional electronic courses at the student's cost. *Education Code 26.0031(c-1)*
Course Cost	A district may charge the course cost for enrollment in a TXVSN course to a student who resides in this state and: 51. Is enrolled in the district as a full-time student with a course load greater than that normally taken by students in the equivalent grade level in other school districts; or

	52. Elects to enroll in a TXVSN course for which the district in which the student is enrolled as a full-time student declines to pay the cost as authorized by Education Code 26.0031(c-1). A district may charge the course cost for enrollment in a TXVSN course during the summer. A district shall charge the course cost for enrollment in a TXVSN course to a student who resides in this state and is not enrolled in a school district or open-enrollment charter school as a full-time student. A TXVSN course cost may not exceed the lesser of the cost of providing the course or $400. A district may decline to pay the course costs for a student who chooses to enroll in more than three year-long electronic courses, or the equivalent, during any school year. This does not limit the ability of the student to enroll in additional electronic courses offered through the TXVSN at the student's expense. A district that is not the course provider may charge a student enrolled in the district a nominal fee, not to exceed $50, if the student enrolls in a TXVSN course that exceeds the course load normally taken by students in the equivalent grade level. A course provider in the TXVSN statewide course catalog shall receive: 53. No more than 70 percent of the catalog course cost prior to a student successfully completing the course; and 54. The remaining 30 percent of the catalog course cost when the student successfully completes the course. *Education Code 30A.155(a)–(c-1); 19 TAC 70.1025*
Educators of Electronic Courses	Each instructor of an electronic course, including a dual credit course, offered through the TXVSN by a course provider must be certified under Education Code Chapter 21, Subchapter B, to teach that course and grade level or meet the credentialing requirements of the institution of higher education with which they are affiliated and that is serving as a course provider. In addition, each instructor must successfully complete one continuing professional development course specific to online learning every three years, and: 55. Successfully complete a professional development course or program approved by TXVSN central operations before teaching an electronic course offered through the TXVSN; or

	56. Have a graduate degree in online or distance learning and have demonstrated mastery of the International Association for K–12 Learning (iNACOL) National Standards for Quality Online Teaching; or 57. Have two or more years of documented experience teaching online courses for students in grades 3–12 and have demonstrated mastery of the iNACOL National Standards for Quality Online Teaching. Each instructor of an electronic course, including a dual credit course, offered through the TXVSN by a course provider must meet highly qualified teacher requirements under the Elementary and Secondary Education Act, as applicable. TXVSN course providers shall affirm the preparedness of teachers of TXVSN electronic courses to teach public school-age students in a highly interactive online classroom and shall: 58. Maintain records documenting: Valid Texas educator certification credentials appropriate for the instructor's TXVSN assignment; Successful initial completion of TXVSN-approved professional development, evidence of prior online teaching, or a graduate degree in online or distance learning; and Instructors' demonstrated mastery of the iNACOL National Standards for Quality Online Teaching prior to teaching through the TXVSN; 59. Conduct and maintain records for background checks; 60. Maintain records of successful completion of continuing professional development; 61. Maintain records documenting successful completion of TXVSN-approved professional development before the end of the school year for any instructor who is hired after the school year has begun; and 62. Make the records specified in this subsection available to TEA and TXVSN central operations upon request. *19 TAC 70.1027*
Revocation	The commissioner may revoke the right to participation in the TXVSN based on any of the following factors: 63. Noncompliance with relevant state or federal laws;

	64. Noncompliance with requirements and assurances outlined in the contractual agreements with TXVSN central operations and/or these provisions and Education Code Chapter 30A; or 65. Consistently poor student performance rates as evidenced by results on statewide student assessments, student withdrawal rates, student completion rates, successful completion rates, or campus accountability ratings. *19 TAC 70.1029*
Applicability	Unless a district chooses to participate in providing an electronic course or an electronic diagnostic assessment under Education Code Chapter 30A to a student who is located on the physical premises of a school district or open-enrollment charter school, Chapter 30A does not affect the provision of a course to such a student. Requirements imposed by or under Education Code Chapter 30A do not apply to a virtual course provided by a district only to district students if the course is not provided as part of the TXVSN. *Education Code 30A.004*

ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING	**EHDE (LOCAL)**
Texas Virtual School Network	The Superintendent or designee shall establish procedures for students to enroll in courses provided by the Texas Virtual School Network (TxVSN). Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.
Other Distance Learning	The Superintendent or designee shall establish procedures governing the use of other distance learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course.

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

School Materials

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

The school newspaper and the yearbook are available to students.

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

Non-school Materials...From Students

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

The principal has designated specific areas as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policies at FNAA.]

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

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

Non-school Materials...From Others

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

The principal has designated specific areas as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING (All Grade Levels)

Standardized Dress and Grooming

The District's dress code is established to

- teach grooming and hygiene,
- instill discipline,
- prevent disruption,
- avoid safety hazards, and
- teach respect for authority.

Students shall come to school looking clean and neat, wearing clothing that will not be a health or safety hazard to the student or others.

The District prohibits pictures, emblems, or writings on clothing that are lewd, offensive, vulgar, obscene, or advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under policy FNCF(L) and prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations.

Regular dress code checks will occur throughout the day by teachers and staff. Students in violation of the dress code will be sent to the office if the violation cannot be corrected in the classroom. Parent contact will be made and the student will remain out of the general population until the dress code violation is corrected. If the violation is not corrected in a timely manner, the student will receive an official office referral and will not return to class; the parents will be notified. Minor dress code issues such as tears in pants that occur during the school day will not be subject to an office referral as long as the tear/issue does not expose the student in an inappropriate manner or is a class disruption. Repeated offenses may result in more serious disciplinary action in accordance with the *Student Code of Conduct*.

The dress code applies anytime a student is on campus during a normal school day and anytime a student is involved in an event or extra-curricular activity that represents Cuero ISD. There may be exceptions to the dress and grooming policy for certain special needs students with administrative approval. Repeated offenses may result in more serious disciplinary action. Appropriate disciplinary procedures shall be followed in all cases.

The following requirements are set forth to govern the grooming and appearance standards for the district, however, school administrators reserve the right to make judgment calls concerning the appropriateness of dress and grooming when necessary.

All Students-All Grade Levels

- **MASKS Only permitted with a doctors order**

- **SHIRTS**
  Buttoned, solid color oxford (western-style permissible) or polo shirts/blouses will be worn. All shirts will be free of words and/or pictures, etc. Logos (Izod, Polo, Dockers, etc.) may not be any larger than 1-inch square. All shirt buttons, except the collar button and second button must be buttoned at all times. All shirts will have a collar and sleeves.

  An approved, Cuero Gobbler, school-spirit shirt that is green, white, black, or gray may be worn on any day of the week. The original construction of the Cuero Gobbler, school-spirit shirt cannot be modified or altered. Solid color t-shirts must have an administrator-approved spirit emblem or logo. No plain, non-logo, t-shirt may be worn. This does not include select team jerseys, i.e. CYFL, Little Dribblers, etc. Jerseys may only be worn on official "jersey days". ONLY green and white Gobbler jerseys and green and white Gobbler cheer uniforms may be worn on Friday during football season.

  Community sporting groups such as CYFL, CYSA, Little Dribblers, Little League, etc. will be given an opportunity to wear their uniforms (jerseys) during a special recognition day/s each year. Students will be notified by the campus principal, during their season of play, of the designated date.

School appropriate college/ trade school/ careers/ military spirit shirts may be worn on Wednesdays.

- **BOTTOMS**

  Male students may wear pants or shorts.

  Female students may wear pants, shorts, skorts, or skirts.

  Allowable colors are khaki, navy blue, black, or gray. Jeans are acceptable.

  All bottoms must fit appropriately at the waist, be neatly hemmed, and be free of oversized logos and words. Company logos and embellishments on back pockets are permitted. Pants with holes/tears may not be worn. Pants, trousers, or slacks shall not be overly tight, baggy, and/or low riding. Pants, shorts, and skirts must be hemmed and not frayed by the manufacturer. Minimal fraying in the back of the pants due to the natural wear and tear from boots and shoes is acceptable; however, the fraying must be trimmed to the pant hem. Nylon, athletic, or wind pants are not acceptable in grades 6-12. Athletic or wind pants are acceptable in grades Pre-k-5th. Boxers, spandex shorts, and spandex pants are not acceptable as outerwear.

- **COATS, SWEATERS, SWEAT SHIRTS, AND JACKETS, (INCLUDING HOODED):**

  Coats, sweaters, sweat shirts, and/or jackets may be worn over regular daily dress code clothing and will not be limited in color or wording other than a restriction of offensive words or logos; or, words or logos that promote or advertise alcohol, tobacco, drugs, or illegal affiliations. School administrators reserve the right to make judgment calls concerning restriction of outer garments.

- **MISCELLANEOUS**

  1. Hats, caps, bandanas, sweatbands, or any distracting headwear will not be permitted inside district school buildings at any time or on District property during the normal school day. (Exceptions made for school related activities and special events).
  2. Distracting neckwear is prohibited.
  3. Taps on shoes and roller-wheeled shoes are not permitted.
  4. ***Universal hair code: Must be well groomed and of a natural color. Must be out of the eye line. If it cannot be kept out of the eye line, will be required to be pulled back or braided. Must not be distracting or unsafe in nature or design (IE-mohawks, faux hawks, spikes, height or shape, etc.). No hard decorations, bauble, charms, etc. may be permanently placed in hair. No shaved designs or symbols may be cut in hair. Administration has sole discretion of what is distracting and unsafe.***
  5. Piercings are limited to the ears only and only to female students.
  6. See-through clothing is not permitted.
  7. Grades 6-12: All student footwear must have either a closed toe or a closed heel, back strap, or ties. House shoes, Crocs, flip flops are distracting and unsafe shoes are not permitted. Principal's discretion is final. Elementary students must follow the elementary shoe rules.
  8. Tattoos are discouraged. Administrators have the authority to require students to cover tattoos they deem inappropriate or unsafe for the school environment.
  9. No trench coats will be allowed.

- **FEMALE STUDENTS**

  1. All shirt buttons, except the collar button and second button must be buttoned at all times.
  2. Skirts, sweaters, shorts, and pant-type clothing must be no shorter than fingertip length.
  3. Skirts should be long enough to be in good taste and appropriate for the school setting. Decency when sitting shall be a prime factor in determining the appropriateness for the school setting.
  4. Capri pants with slits are permitted.
  5. Modest necklines are required for both the front and back of garments.
  6. Proper undergarments and/or foundation garments must be worn. If more than one shirt is worn, then all shirts but the outer shirt must be tucked in.

7. Shirts must be long enough to cover the midriff. NO BARE MIDRIFFS. Leggings, jeggings, tights, and yoga pants may **only** be worn as undergarments (covered by shorts, skirt, or pants) and must follow the same color guidelines as pant bottoms.
8. No dresses will be allowed, only separates.

- **MALE STUDENTS**
  1. All shirt buttons, except the collar button and second button must be buttoned at all times. Shirts may not extend beyond rear pant pocket. Excessively long shirts will be required to be tucked in.
  2. Boys shall be clean-shaven. (No goatees, beards, mustaches, or any type of facial hair growth). Sideburns shall not extend below the ear lobe.
  3. Earrings or any other piercing items may not be worn.
  4. Pants may not be excessively tight or baggy. No sagging, excessively loose pants will require a belt.

Elementary Campuses - Grades Pre-K – 5

1. Closed toe and closed heel tennis shoes will be worn at all times. The Sperry Top-Sider or other types of deck shoes are not considered a tennis shoe
2. No make-up or fake, acrylic nails shall be worn.
3. ***Athletic shorts and athletic pants may be worn. Must fit at waist and have drawstring or ties. Must not be overly baggy or tight. Must not be see through. Athletic shorts must be mid-thigh minimum length, max length bottom of knee. Solid colors only: green, black, gray, and navy.***

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

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety. In accordance with state and federal law, the district will:

• Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose

• Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)

• Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]

• Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact CISD Technology Department at (361)275-1900 ext. 8. [See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).]

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

[See Disruptions of School Operations]

Instructional Use of Personal Electronic Devices

Students in grades 6-12 must obtain prior approval for instructional purposes as allowed by law. The district may not permit use of a prohibited personal communication device except as required by law.

Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). ***When students are not using the devices for approved instructional purposes, all devices must be put away and remain turned off or on silent during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.***

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the *Student Code of Conduct*, and, in some cases, the consequence may rise to the level of expulsion. For other additional information, please refer to the programs developed by TxSSC on the possible legal consequences of sharing visual material depicting a minor engaging in sexual conduct see https://txssc.txstate.edu/tools/courses/before-you-text/module-3-2 .

END-OF-COURSE (EOC) ASSESSMENTS

[See Graduation, and Standardized Testing.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English language 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 are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual student for a student up to grade 5 In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to 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.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from

the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See Transportation.]

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

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

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

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks. An exception exists for a student enrolled in an Advanced Placement, honors or academic dual credit class in English language arts, mathematics, science, social studies, economics, or language other than English. A student enrolled in one of the above courses who fails a six weeks grading period in one of those courses may request a waiver to the eligibility rule. A waiver is available once per semester only.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

PARENTAL CONSENT

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for the student clubs at the campus counselor's office.

STANDARDS OF BEHAVIOR

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

Extracurricular Activity Absences

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year ten extracurricular absences not related to post-district competition, five absences for post-district competition prior to state, and two absences for state competition.

Additional absences, to a maximum of 14, shall be permitted for any level of competition.

[See policy FM(LOCAL) and FO(LOCAL) for further information.]

Offices and Elections

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

FEES (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits, including iPad insurance.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance including dry cleaning, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.

- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles.]
- A maximum fee of $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.
- Fees for Advanced Placement exams and in some cases fees for Credit by Examination exams
- Fees for official transcripts. The first one will be provided free. After that, a fee of $2.00 per transcript will be charged.

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

FIELD TRIPS

Campuses encourage all students to attend school field trips. With a volunteer request form, back ground check, and principal approval, parents are welcome to accompany classes on field trips, but must provide their own transportation and expense. All students must ride in transportation provided by the District to the field trip site. If permission is requested, in writing, and obtained from the principal, parents may take their child home from the field trip in their vehicle.

Students with a temperature of 100.0◦ or greater and/or has a communicable illness as determined by the school nurse, will not be allowed to attend school or a school related activity i.e. field trips for that day.

Students owing fees and/or fines may not be allowed to participate in field trips.

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If a student has a "U" during the current six-weeks in conduct or has received a school discipline slip during the 10 school days prior to the trip, the student may not be allowed to attend the field trip or co-curricular activities.

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If a student is failing during the current reporting period or has been assigned to the Behavioral Room in the past six-weeks, they will not be allowed to attend field trips. Also, if a student has been placed in DAEP during the current school year, they cannot attend field trips.

FUNDRAISING (All Grade Levels)

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

GANG-FREE ZONES (All Grade Levels)

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

GRADE LEVEL CLASSIFICATION (Grades 9-12 Only)

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

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

GRADING GUIDELINES (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines. See **Graduation**, **Course Credit** and **Standardized Testing** for additional information regarding EOC assessments.

In grades EC-12, achievement is reported to parents as:

RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS
The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.

GUIDELINES FOR GRADING
The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to

support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to retake a test for which the student received a failing grade.

PROGRESS REPORTING
Grade reports shall be issued every grading cycle (approximately six weeks) on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

INTERIM REPORTS
Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.

CONFERENCES
In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

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

The Cuero ISD has adopted the following conversion scale for those schools that do use letter grades:

A+ = 98	B+ = 88	C+ = 78	
A = 95	B = 85	C = 75	F = below 70
A- = 93	B- = 83	C- = 73	

To convert the numerical grade average to a 4-point system, this mathematical equation shall be used:

$$\frac{GPA}{X} = \frac{100}{4}$$

Numerical grades will be issued on report cards and Academic Achievement Records except for students who are enrolled at SWAS or for advance academic students who choose Pass/Fail in lieu of a numeric grade. Grades of 69 and below are unsatisfactory and will indicate no credit earned. Grades of 70 and above will receive units of credit according to TEA regulations.

The letter "U" for unsatisfactory will prevent a student from making the Honor Roll.

JOHN C. FRENCH ELEMENTARY

GRADING SCALE

Pre-K and Kindergarten:

Students earn grades of S (satisfactory), N (needs improvement), or U (unsatisfactory) for each six weeks grading period. Students are allowed multiple opportunities to demonstrate mastery of introduced concepts.

First Grade:

Students are graded on the following numeric scale:

90-100 = A 80-89 = B

70-79 = C 69 and below = F

Science and social studies will be graded as pass or fail.

SUBJECT GRADE REQUIREMENTS (EACH SIX WEEKS)

Students receive the minimum number of grades each six weeks in the following subjects:

Math: Two Test Grades and Six Daily Grades

Reading Skills: Two Test Grades and Six Daily Grades

Reading Skills: Two Test Grades and Six Daily Grades

Science: S for Satisfactory or U for Unsatisfactory

Social Studies: S for Satisfactory or U for Unsatisfactory

Teachers are encouraged to give more than the minimum number of grades in each subject each six weeks. Major Projects may count as a test grade. In Reading and Math Test Grades count as 50% of the average and Daily Grades comprise 50% of the average. Teachers are expected to enter a minimum of three daily grades and one test grade in reading and math prior to each progress report within each six-week grading period. A minimum of three daily grades and one test grade in Reading and Math will occur prior to each three weeks Progress Report. First grade teachers will be posting grades in Ascender.

HUNT ELEMENTARY

GRADING SCALE
Students are graded on the following numeric scale:

90-100 = A 80-89 = B 70-79 = C 69 and below = F

SUBJECT GRADE REQUIREMENTS (EACH SIX WEEKS)

Students receive the minimum number of grades each six weeks in the following subjects:

Math: Two Test Grades and Six Daily Grades
RLA: Two Test Grades and Ten Daily Grades
Science: One Test Grade and Three Daily Grades

Social Studies: One Test Grade and Three Daily Grades

Teachers are encouraged to give more than the minimum number of grades in each subject each six weeks. Major Projects may count as a test grade. In Reading and Math Test Grades count as 50% of the average and Daily Grades comprise 50% of the average. Teachers are expected to enter a minimum of five daily grades and one test grade in reading and three daily grades and one test grade in math prior to each progress report

PROMOTION/RETENTION

A student will be promoted only based on academic achievement or demonstrated proficiency. Promotion to the next grade level is based on an overall yearly average of 70 or higher in Math, Reading/Language Arts, as well as Science or Social Studies. If a student has a yearly average less than 70 or has not met the passing standard on STAAR then he/she may attend Summer School to help accelerate learning as offered. This is pending the decision of the grade level placement committee.

REDOING ASSIGNMENTS/MISSED ASSIGNMENTS/LATE WORK

A student shall be permitted a reasonable opportunity to retake a test for which the student received a failing grade. After re-teaching (if needed), the teacher should make every effort to re-assess the student as soon as possible. The re-assessment must cover the same material to the degree and depth of the original assessment, but the re-assessment may take a different form as the teacher decides is appropriate for the skills and content being assessed. Only one re-assessment is available when a student fails the initial assignment, and it needs to be completed prior to the end of the respective six week grading period. The higher of the two grades will be recorded, even if the re-assessment is also a failing grade. The re-assessment will be graded from 100 for the purpose of evaluating the student's performance and providing feedback, but the maximum a student can earn is 70. Late work will be accepted up to three days past the due date; however, a student will be docked 10 points each day the assignment is late.

Students who miss assignments due to illness or absence will be given additional time to complete the work. Incomplete grades will be assigned an "I" until the assignments are submitted. Missed work due to absences will be accepted up to one week upon return to school.

ADDITIONAL GRADING INFORMATION

Teachers may choose to drop the lowest grade in a subject provided that each student maintains the minimum number of grades required for that subject. Each assignment shall only count as one recorded grade. Students may receive incentives for attending campus events, bringing items to school, or other miscellaneous reasons, but these incentives are not to include grades—grades are earned for academic work. The PE, STREAM and Fine Arts Teachers may grade students weekly on participation and other performance objectives as appropriate.

PARENT-TEACHER CONFERENCES

We are always happy to communicate via telephone, email, or face-to-face conference with parents about student progress. It is required that parent(s) meet face to face with his/her child's teacher(s) at the completion of the first six weeks grading period.

CUERO JUNIOR HIGH SCHOOL

SUBJECT GRADE REQUIREMENTS (EACH SIX WEEKS)
Practice Grades: 50% of the student's grade

Achievement Grades: 50% of the student's grade

Note: Teachers will take a minimum of 9 practice grades and 2 achievement grades per each subject each six weeks. Major projects may count as achievement grades.

Assignments are expected to be turned in the next school day or by the allotted time designated by the classroom teacher.

LATE WORK
Late work will be accepted; however, a 10 point penalty will be assessed for each day late, up to three days.

RETAKING TESTS
Students shall also be permitted a reasonable opportunity to retake a test for which the student received a failing grade. The re-assessment will be graded from 100 for the purpose of evaluating the students' performance and providing feedback, but the maximum a student can earn is 70. The retaking of tests must be completed prior to the end of the six weeks grading period.

ADDITIONAL GRADING INFORMATION
- Teachers may choose to drop the lowest grade in a subject provided that each student maintains the minimum number of grades required for that subject.
- Students' grades are based on academic work. Students may receive incentives for attending campus events and/or for miscellaneous reasons.
- PE and Fine Arts may grade students on participation grades and other performance objectives.
- Teachers are expected to post grades within a 48-hour period. Essays and projects may require more time to post.

TUTORIALS
After school tutorials will be held Monday - Thursday from 3:35-4:30.

SATURDAY SCHOOL
Saturday School may be held throughout the school year from 8:00 – 12:00 as a way of making up work and decreasing the amount of zeros.

CUERO HIGH SCHOOL

Unless otherwise noted, all information outlined below applies to all students enrolled at CHS in grades 9 through 12, unless otherwise prescribed in a student's Individual Education Plan or Individual Accommodation Plan.

TYPES OF GRADES

CHS will utilize two types of grades – those taken while a student is in the process of learning material and those taken to assess a student's mastery of the material. These are called "Practice" grades and "Achievement" grades.

Practice: It takes time and effort to learn new material. It is expected that a student will make some mistakes during this learning process. Any work done during this learning period is considered Academic Practice. The purpose of Academic Practice is not to evaluate a student's **final** achievement of a topic, but to determine where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Academic Practice could consist of many different types of assessments including, but not limited to:

- Homework/daily class work
- Notebooks
- Observations
- Journals
- Minor lab reports
- Oral responses
- Writing processes
- Checks for understanding

Achievement: After a student has had sufficient instruction and practice on a given topic, it is then reasonable to evaluate his or her independent mastery of the information or skills. Any work done at that point is considered Academic Achievement. The purpose of Academic Achievement is to evaluate how well a student has learned the material. Academic Achievement could consist of many different types of assessments including, but not limited to:

- Unit tests
- Chapter tests
- Book reports
- Presentations
- Portfolios
- Writings (term papers, essays)
- Performances
- Major lab reports
- Research or other projects

Other Considerations:

- Teachers may choose to drop the lowest grade in a subject provided that each student maintains the minimum number of grades required for that subject.
- If extra credit is offered, it will be made available to all students enrolled in that course on the campus (e.g., all Algebra I students will have the same opportunity). Extra credit will be related to the TEKS in that subject and will not be given for clerical tasks such as returning a report card or progress report, parent signatures, canned goods, fundraiser, etc. Extra credit will not create an undue financial hardship on a student.
- Grades will not be entered twice for the same assignment (called "doubling").
- A 100 is the maximum grade that can be reported as a six weeks grade or semester grade.

WEIGHT, QUANTITY, AND QUALITY OF ASSIGNMENTS AND GRADES

For on-level, honors/pre-AP, and AP classes, Academic Practice assignments will make up 40% of a student's grade for the six weeks. A minimum of ten Academic Practice grades will be taken during a six weeks, with at least three occurring prior to the 3-week Progress Report.

For on-level, honors/pre-AP, and AP classes, Academic Achievement assignments will make up 60% of a student's grade for the six weeks. A minimum of three Academic Achievement grades will be taken during a six weeks, with at least one occurring prior to the 3-week Progress Report. Teachers will make every effort to ensure

that all work assigned to students, whether for Practice or Achievement, is meaningful and relevant to learning.

Grades in courses taken through credit recovery or while enrolled in SWAS, will not follow the guideline as in other courses due to the computer-based nature of credit recovery.

LATE WORK

For on-level and honors/pre-AP courses, work turned in late will have 10 points deducted for each day late, up to three days. The primary goal is to give students an opportunity to complete the work and demonstrate their learning while at the same time to teach students the importance of a strong work ethic.

Certain Achievement assignments are given to a student weeks in advance with a pre-determined deadline communicated to students and parents in multiple ways. This might include a major research paper/project or a presentation occurring over the course of 4-5 weeks in some cases. In situations like this, late work for an Achievement assignment may not be accepted. In addition, the late work guidelines do not apply to Achievement assignments (such as tests or science labs) that must occur on a certain day to correspond to the classroom and course schedule.

For AP courses, late Achievement assignments will not be accepted. For dual credit/dual enrollment courses and college readiness courses, students will follow the policy of the college/university and the professor.

POSTING OF GRADES

All grades taken for Academic Practice and Academic Achievement will be recorded in the electronic grade book within one week of being collected. However, major projects, research papers, essays, and similar student work may take longer than a week to grade due to the nature of the grading process.

RE-ASSESSMENT OPTION FOR STUDENTS WHO FAIL A TEST

Students shall also be permitted a reasonable opportunity to retake a test for which the student received a failing grade. The re-assessment will be graded from 100 for the purpose of evaluating the student's performance and providing feedback, but the maximum a student can earn is 70. The retaking of tests must be completed prior to the end of the six weeks grading period. Students in an AP, dual credit course, or college readiness course are not eligible for re-testing.

After re-teaching (if needed), the teacher should make every effort to re-assess the student as soon as possible and no later than the next major test (Achievement grade). The re-assessment must cover the same material to the degree and depth of the original assessment, but the re-assessment will take a different form as the teacher decides is appropriate for the skills and content being assessed. For example, the original test may be multiple choice/short-answer, and the re-assessment may be essay or oral presentation. The date and the form of the re-assessment is determined by the teacher.

Only one re-assessment is available when a student fails the initial test. The higher of the two grades will be recorded, even if the re-assessment is also a failing grade. The re-assessment will be graded from 100 for the purpose of evaluating the student's performance and providing feedback, but the maximum a student can earn is 70. The re-assessment option is not available for semester exams.

Note: Failed Practice assignments do not qualify for re-do. However, students are encouraged to correct Practice assignments and get teacher feedback to improve their own learning.

GRADES FOR DUAL CREDIT/ENROLLMENT COURSES AND OTHER COURSES OFFERED IN PARTNERSHIP WITH VICTORIA COLLEGE/ UNIVERSITY OF HOUSTON-VICTORIA/ UT

ONRAMPS

CHS students have the opportunity to enroll in dual credit courses offered through Victoria College and dual enrollment courses through The University of Texas OnRamps beginning their junior year. In addition, some 12th grade students may be enrolled in college readiness (Math 301, Math 303, English 301, English 303). Any dual credit courses taken prior to the student's junior year must be taken through an accredited program, such as, but not limited to Victoria College, through their early enrollment program, in order for the credits to be accepted. Grades are not computed into their GPA, weighted or non-weighted. There are differences between CHS, Victoria College, and the UT OnRamps that students and parents should be aware of, such as the academic calendar, types of assignments given to students, professor expectations and policies, grading guidelines, and more. Students who are enrolled in dual credit/enrollment courses or college readiness courses are expected to understand and follow the policies and expectations of the college/university and the individual professor.

Students will have access to their grades via the Victoria College/ TAMU-V system or UT OnRamps system, not necessarily through CHS; however, we will make an effort to work with Victoria College/ TAMU-V/ UT OnRamps so that we may report student grades via the parent portal. In any case, students and parents should familiarize themselves with how to access the Victoria College/ TAMU-V/ UT OnRamps grading system to stay informed about grades.

WEIGHTING OF COURSES

The majority of courses offered at CHS are on-level or regular courses and follow a 4.0 GPA scale. Beginning with students entering the 9th grade in 2014-2015, courses that are listed as honors or pre-AP will follow a 4.5 GPA scale. Courses that are listed as AP dual credit, Dual Enrollment will follow a 5.0 GPA scale.

Examples are below:

English I – 89 = 2.9 GPA English I Honors – 89 = 3.4 GPA Dual Credit English – 89 = 3.9 GPA

The non-weighted numeric grade will be displayed on a student's report card. The extra GPA points will be calculated and documented on the transcript and factored into class rank. Not all courses listed below are currently offered at CHS and courses offered may vary depending on availability of staffing and other resources. Courses that are added to the course catalog that carry the title of "Honors", "Pre-AP", "AP", or are an academic dual credit class will follow the same rule for weighting.

The following courses, if offered, will use the 4.5 GPA weighting:

- English I, II, III Pre-AP/Honors
- Algebra I Pre-AP/Honors
- Geometry Pre-AP/Honors
- Pre-Calculus Pre-AP/Honors
- Biology Pre-AP/Honors
- Chemistry Pre-AP/Honors
- Physics Pre-AP/Honors

The following courses, if offered, will use the 5.0 GPA weighting:

- AP English Language
- AP English Literature
- AP Spanish
- AP Calculus
- AP Computer Science
- AP Biology
- AP Chemistry
- AP Physics
- AP Government
- AP Economics
- Dual Credit / Enrollment English
- Dual Credit Math
- Dual Credit Science
- Dual Credit Government
- Dual Credit Economics

SEMESTER EXAM EXEMPTION STANDARDS

The student must be classified as a Junior or Senior **AND**…

1. maintain an 80 average with no more than one (1) absence per semester; or
2. maintain an 85 average with no more than two (2) absences per semester; or
3. maintain a 90 average with no more than three (3) absences per semester;

AND

1. May NOT have been placed is principal's D-Hall, AEP, suspended during the semester, or received a "U" in conduct.

NOTE: Parent request days count toward absences. Approved college days do not count toward absences for exemption purposes. Students who start or end the day or return to school with a valid doctor signed excuse will have that days absence coded as a medical absence (excused). That single day does not count toward exemption related absences. These notes must be submitted to the attendance clerk within 3 days. All excused absences, unexcused absences, and parent request days will count toward absences for exemption purposes. Approved college days do not count toward absences for exam purposes.

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma Beginning with the 2014–15 School Year

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

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

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

[See Standardized Testing for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the "foundation graduation program." Within the foundation graduation program are "endorsements," which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and bi-literacy; in a dual credit course; on an AP or IB examination; on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Government/ Economics	3	4
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Locally required courses	½ credit in Health; ½ credit in Speech; 1 credit in Technology	½ credit in Health; ½ credit in Speech; 1 credit in Technology
Electives	3	4
TOTAL	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

Available Endorsements and Programs of Study

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

- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

Financial Aid Application Requirement

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

A student is not required to complete and submit a FASFA 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;
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

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

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

Personal Graduation Plans for Students under Foundation Graduation Program

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is required 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 includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choices for endorsements, as well as the students program of study of choice plus how they will achieve CCMR (College-Career-Military Readiness).

Please also review TEA's Graduation Toolkit

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactory on any end-of-course assessment to earn an endorsement.

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

[See policy FMH(LEGAL).]

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

Graduation Activities

Graduation activities include graduation practice. It is the policy of Cuero High School that all seniors must successfully attend graduation rehearsal in order to participate in the graduation ceremony. For the graduation ceremony, students are expected to wear enhanced dress that includes either a suit, or slacks/dress pants, dress shirt and tie, dress or skirt, and dress shoes.

Graduation Speakers

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

[See FNA(LOCAL).]

Graduation Expenses

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

Scholarships and Grants

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

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

HARASSMENT

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

HAZING (All Grade Levels)

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

- Any type of physical brutality
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving 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, or law enforcement official.

[See **Bullying** policies FFI and FNCC.]

HEALTH-RELATED MATTERS

The district is required to provide notice of each health- related service offered at a student's campus. A parent may withhold consent for or decline a health related service.

STUDENT ILLNESS

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required by the state to 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 fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, 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 notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

ASTHMA AND SEVERE ALLERGIC REACTIONS

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

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

SELF-ADMINISTRATION OF ASTHMA OR ANAPHYLAXIS MEDICATION

A student with asthma or anaphylaxis may possess and self-administer prescription asthma or anaphylaxis medicine while on school property or at a school-related event or activity if:

1. The medicine has been prescribed for that student as indicated by the prescription label on the medicine;
2. The student has demonstrated to the student's physician or other licensed health-care provider and the school nurse, if available, the skill level necessary to self-administer the prescription medication, including the use of any device required to administer the medication;
3. The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health-care provider; and
4. A parent of the student provides to the school:
   a. Written authorization, signed by the parent, for the student to self-administer the prescription medicine while on school property or at a school-related event or activity; and
   b. A written statement, signed by the student's physician or other licensed health-care provider, that states:
      (1) That the student has asthma or anaphylaxis and is capable of self-administering the medicine;
      (2) The name and purpose of the medicine;
      (3) The prescribed dosage for the medicine;
      (4) The times at which or circumstances under which the medicine may be administered; and
      (5) The period for which the medicine is prescribed.

The physician's statement must be kept on file in the school nurse's office, or, if there is no school nurse, in the office of the principal of the school the student attends. [see policy FFAC(LEGAL)]

See also **Food Allergies** on page 158.

Unassigned Opioid Antagonists- All Grades

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained personnel and/ or school volunteers at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose. One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

  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 common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

  What are the symptoms?

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

  Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, vomiting, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

  The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

  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 casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- What should you do if you think you or a friend might have bacterial meningitis?

  You should seek prompt medical attention.

- Where can you get more information?

  Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Texas Department of State Health Services.

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

See **Immunizations**.

SUPPORT FOR STUDENTS WITH CONCUSSION OR BRAIN INJURY (SB2398)

Under Texas law (SB2398, passed in 2025), if your child is diagnosed with a concussion or other brain injury, the school may provide academic accommodations (such as extra time, rest breaks, or adjusted assignments) to help them recover and succeed. The Texas Education Agency will publish a list of such accommodations and a form that describes what the school may offer. If the school offers accommodations, we will provide you (and your student as appropriate) with the form as soon as practicable after notification of the injury or request.

The school will also follow a policy for students who sustain a suspected concussion during a school-sponsored or school-related activity (other than interscholastic athletics)- the student will be removed from the activity if needed, you will be notified, and the student will return only when cleared in accordance with applicable rules.

Please note: While the school is enabled to provide these accommodations, the law does **not** require that every accommodation be provided in every case. We encourage you, as the parent or guardian of a student with a brain injury, to contact your campus administrator or student support team promptly so that we can review possible accommodations and support your child's recovery.

DIABETES

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

Dietary Supplements Containing Performance Enhancing Compounds

A school district employee is prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's school district duties. In addition, an employee is

prohibited by state law from knowingly endorsing or suggesting the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by a primary or secondary education student with whom the employee has contact as part of the employee's school district duties. A person who violates this section commits an offense. An offense under this section is a Class C misdemeanor.

Although this section, does not prohibit a district employee, from providing or endorsing the use of these items by, the employee's child; or the selling, marketing, or distributing of the items to a primary or secondary education student, as part of activities that do not occur on school property or at a school-related function. They are entirely separate from any aspect of the employee's employment with the school district; and do not in any way involve information about or contacts with students that the employee has had access to, directly or indirectly, through any aspect of the employee's employment with the school district. "Dietary supplement" has the meaning assigned by 21 U.S.C. Section 321 and its subsequent amendments.

"Performance enhancing compound" means a manufactured product for oral ingestion, intranasal application, or inhalation that contains a stimulant, amino acid, hormone precursor, herb or other botanical, or any other substance other than an essential vitamin or mineral; and is intended to increase athletic or intellectual performance, promote muscle growth, or increase an individual's endurance or capacity for exercise.

Emergency Medical Treatment and Information

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

Energy Drinks and Other Similar Foods and Beverages

The risks and benefits of the consumption of products that may qualify as a dietary supplement containing performance enhancing compounds by children remains a personal parental decision. Because of the existence of a law, that affects district employees and the combined obvious confusion surrounding the consumption of various items. That may or may not qualify as dietary supplements containing performance enhancing compounds depending on their specific ingredients, individual campus administrators may elect to prohibit items such as energy drinks from school campuses and/or from being provided by parents to their own child at campus during the school day.

Fever and Communicable Illness

Students with a temperature of 100.0◦F or higher, any condition, and/or communicable disease that presents with fever will not be allowed to attend school or a school related activity i.e. field trip until the student has been fever-free for 24 hours without the use of fever-suppressing medications.

Students with any diarrheal and/or vomiting will not be allowed to attend school or a school related activity until they are diarrhea/vomiting free for 24 hours without the use of diarrheal/vomiting suppressing medications.

Students with chicken pox lesions will not be allowed to attend school until the lesions become dry or if lesions are not vesicular, until 24 hours have passed with no "new" lesions occurring.

Students with conjunctivitis (pink eye), bacterial or viral, will not be allowed to attend school until a physician permission to return to school form is received or until the student is symptom free.

Food Allergies (All Grade Levels)

The district requires 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 breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at each campus nurse's office and central office.

Also see policy FFAF and **Celebrations**.

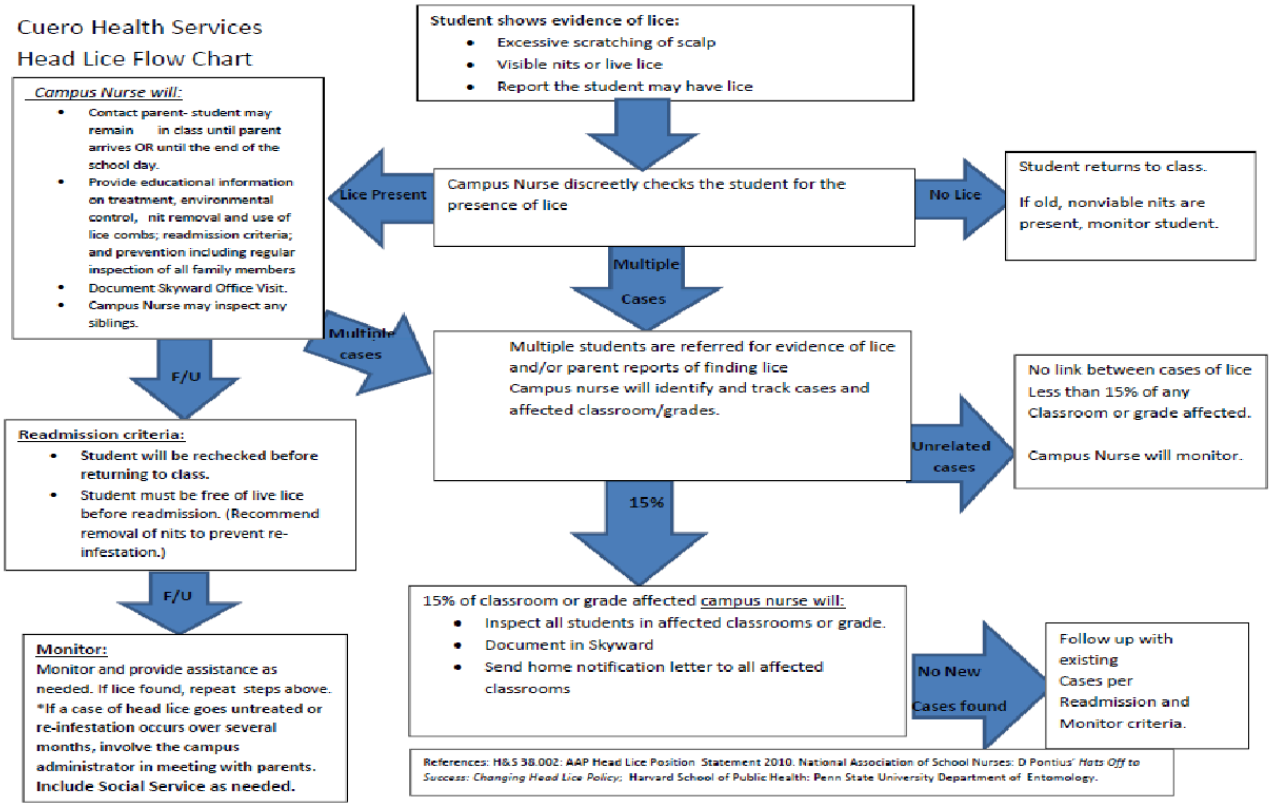
Head Lice (All Grade Levels)

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 determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

All nap mats should be made of plastic/vinyl. No pillows, blankets, or cloth will be allowed.

More information on head lice can be obtained from the DSHS Web site Managing Head Lice in School Settings and at Home.

See plan of action below:



If your child/children are sent home with head lice, they will be given the opportunity to make up any missed classwork/assignment at before-school tutoring when available, after-school tutoring, or Saturday school.

For additional information, please see the campus principal.

Immunization (All Grade Levels)

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

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

The immunizations required are: diphtheria, tetanus, pertussis, rubeola (measles), mumps, and rubella; polio, hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas

Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

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

[For further information, see policy FFAB(LEGAL) and the DSHS Web site: Texas School & Child Care Facility Immunization Requirements https://www.dshs.texas.gov/immunizations/school.]

MEDICINE AT SCHOOL (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

NON-PRESCRIPTION MEDICATION:

1. Non-Prescription medicine **must** be in the manufacturer's labeled container.
2. CISD is required to have **written permission** from a parent or legal guardian to administer non-prescription medicine.

PRESCRIPTION MEDICATION:

1. Prescription medicine **must** be in a container with the pharmacy label legibly designating the prescription number, student's name, physician's name, and the directions.
2. CISD is required to have **written permission** from a parent or legal guardian to administer the medication.

NOTE:

- Any medication to be given more than ten (10) consecutive days, OR any medication required to be kept at school, will require a Physician's **WRITTEN AUTHORIZATION**.
- A parent or guardian must bring **all** medications to the nurse's office before the bell rings in the morning with the authorization attached.
- Medications prescribed or requested to be given three (3) times a day or less are not to be given at school unless a specific time during school hours is prescribed by a physician or the school nurse determines that a special need exists for an individual student.
- Students taking "sample" medications provided by a physician must bring written instructions from the physician authorizing those medications to be given.

- Over the counter medication dosages must be age appropriate, in date, and must not exceed the recommended dosage and directions on the manufacturer's label unless accompanied by a physician's orders.
- Only FDA approved pharmaceuticals (prescription and non-prescription) manufactured within the United States will be administered. Homeopathic preparations/ Natural preparations and allergy injections will not be accepted.
- If your child has medication in the Nurse's Office, arrangements must be made for pick up before the end of the school year. No medication will be sent home with the student.
- Please Note: Emergency medications such as Epi-pens, Glucagon kits, and inhalers need to be in the Nurse's Office until the last day of school. Please make arrangements with the school nurse to pick them up on the last day that child will be in school.
- A student with asthma or severe allergic reaction (anaphylaxis) who has written authorization from his/her parent AND physician MAY be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events. For permission to possess and use prescribed asthma or anaphylaxis medication at school or school-related events, the student and parent must see the school nurse.
- Any leftover or unclaimed medications, including oral medications, injectable medications, Epi pens or inhalers will be disposed of after 30 days following the District's Pharmaceutical Waste Disposal Guidelines.
- In addition, all District medication guidelines will apply to students attending summer school and ESY.
- In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

Sunscreen: Students whose schedules provide for regular time spent outdoors, including recess and physical education classes, should apply sunscreen before coming to school. Any student who needs sunscreen to be administered to treat any type of medical condition should communicate with the school nurse so the District is made aware of any safety and medical issues. Student health and well-being is of utmost importance to CISD.

Elementary: The elementary student's teacher or other District personnel will apply sunscreen to the student's exposed skin if the student brings a note giving permission from their parent/guardian along with their personal bottle of sunscreen to school.

Secondary: If the secondary student brings a note giving permission from their parent/guardian along with their personal bottle of sunscreen to school, they may possess and apply sunscreen when necessary. ALL STUDENTS: If sunscreen is required for ANY type of treatment for a medical condition, the parent or guardian should contact the school nurse to ensure all safety and medical concerns may be appropriately addressed and a plan put in place. Sunscreen should be age appropriate and must not exceed the recommended dosage and directions on the manufacturer's label unless accompanied by a physician's order.

For any questions or concerns, please contact your student's school nurse .Health Services Forms may be found on the District website and at all campuses.

MENTAL HEALTH SUPPORT (ALL GRADE LEVELS)

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

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

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

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

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

For related information, see:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service on page 12 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- Counseling on page 114 for the district's comprehensive school counseling program;
- Physical and Mental Health Resources on page 37 for campus and community mental and physical health resources; and
- Policies and Procedures that Promote Student Physical and Mental Health FFAE(LEGAL) for board-adopted policies and administrative procedures that promote student health.

Physical Activity REQUIREMENTS

PHYSICAL FITNESS ASSESSMENT (GRADES 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the Athletic Director at 361-275-1940 to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Elementary School

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

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

JUNIOR HIGH SCHOOL

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure 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 middle and junior high school student physical activity requirements, please see the principal.

TEMPORARY RESTRICTION FROM PARTICIPATION IN PHYSICAL EDUCATION

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

PSYCHOTROPIC DRUGS

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

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

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether the student should be sent home and will notify the student's parent.

SEIZURE MANAGEMENT AND TREATMENT PLAN (ALL GRADE LEVELS)

Student health and well-being is of upmost importance to CISD. The parent or guardian of a student with a seizure disorder can be assured care will be provided for the student's seizure while the student is at school or participating in a school activity, by submitting to the district at which the student is enrolled, a copy of their seizure management and treatment plan developed by the parent / guardian AND physician responsible for the student's seizure treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

This plan must include:

- Identify the health care services the student will receive at school or while participating in a school activity
- A new treatment plan will be submitted anytime changes are made to the plan and annually
- Evaluate the student's ability to manage and level of understanding of the students seizures
- Also signed by the student's parent/ guardian AND the physician responsible for the student's seizure treatment plan.

[See Policy FFAC(LEGAL) and/ or **A Student with Physical or Mental Impairments Protected under Section 504** on page 85 and contact the school nurse for more information.]

OTHER HEALTH-RELATED MATTERS

Physical Examinations/Health Screenings

The District shall establish, maintain, and periodically evaluate a health services program that is coordinated with other student services and related instructional programs to focus on health-related needs of students and their families. Health Services staff will conduct annual screenings including vision, hearing, scoliosis, heights/weights, and Acanthosis Nigricans (indicator for predisposition to Type 2 diabetes). Referral notices will be sent to parents for any abnormal results.

The District program shall maintain a liaison with community health resources.

UIL Physical Examinations/Health Screenings

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

- District athletics program
- District marching band
- Any district extracurricular program identified by the superintendent: including but limited to district cheerleaders and district trotters

This examination is required to be submitted annually to the district.

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

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 the required physical examination.

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Also see policy FFAA.

SPINAL SCREENING PROGRAM

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

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

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

OTHER EXAMINATIONS AND SCREENINGS (ALL GRADE LEVELS)

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

STEROIDS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at http://www.uiltexas.org/health/steroid-information.

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the *Student Code of Conduct* and policies at FNCD and GKA.]

Vending Machines (All Grade Levels)

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the District Nurse or District Foodservice Director. [See policy FFA.]

POLICIES AND PROCEDURES THAT PROMOTE STUDENT PHYSICAL AND MENTAL HEALTH (ALL GRADE LEVELS)

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

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

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

Please contact campus principal at (361) 275-1900 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

The School Health Advisory Council is made of parents, school personnel, and other stakeholders interested in school health. The purpose of SHAC is to monitor coordinated school health, particularly on eight components designated by DSHS and TEA, and advise the district on ways to implement effective strategies to improve the health and wellness of students and staff. SHAC will meet a minimum of four times per school year. Any interested parent/guardian is encouraged to become involved in SHAC. Additional information regarding the district's School Health Advisory Council is available from the District Nurse or through the CISD website. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. See policies at BDF and EHAA.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 3 business days 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.cueroisd.org

HOMELESS STUDENTS (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Kimberly Fleener, at 361-275-1922.

HONOR ROLL

To be named to the honor roll a student must receive honor grades in all subjects. Honor roll information will be released at the end of each six-weeks grading period.

- All A Honor Roll: Students must make no grade below "90" in any subject.
- A-B Honor Roll: Students must make no grade below "80" in any subject, and have at least one "A" in an academic class.

NOTE: There can be no conduct grade of "U" in any subject in order to be considered for either the "A" or "A-B" Honor Roll.

HONORS CLASSES

Cuero Junior High School and Cuero High School have an open "honors" program. Once a student withdraws from an honors class during the school year, they may not re-enter that particular class without the teacher's approval. Honors classes cover material more quickly and in greater depth than the regular classes. The content of the classes and the expectations of the teacher will not be reduced in order to accommodate grades. Students having difficulty maintaining their grades will be placed in a regular class setting. The regular classes will give a student all the experience and knowledge necessary to successfully reach any educational level desired by the student. Students will be expected to maintain an 90 average to remain in the classes..

LAW ENFORCEMENT AGENCIES (ALL GRADE LEVELS)

QUESTIONING OF STUDENTS

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

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

STUDENTS TAKEN INTO CUSTODY

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

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

- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS (All Grade Levels)

Student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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 stability of the learning environment, we cannot allow you to go to the classroom or other area 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 the student's parent will authorize the student to leave campus unaccompanied, the parent must submit a note to the main office in advance of the absence, at least two hours before the student needs to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. 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. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. 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, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

OPEN/CLOSED CAMPUS	FEE(LOCAL)
LEAVING CAMPUS DURING LUNCHTIME	Students in 10th – 12th grade shall be permitted to leave campus during lunch. Students in 9th grade shall not be permitted to leave campus during lunch except as approved by the principal or on a case-by-case basis in response to a parent's written request.
ALL STUDENTS	Students who violate this policy or leave campus at any time without administrative approval shall be subject to disciplinary action in accordance with the *Student Code of Conduct*.

A student who is assigned to a lunch work session as a result of a late work assignment may have the privilege of off-campus lunch suspended until all work is completed. Grade will be determined by cohort or a minimum number of credits.

At Any Other Time During the School Day

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

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

LOST AND FOUND (All Grade Levels)

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

MAKEUP WORK

Makeup Work Because of absence (All Grade Levels)

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner. A student who does not make up assigned work within one week of the absence will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school with limited exceptions, all absences count for the 90 percent threshold set in state law regarding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade**.]

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

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

DAEP Makeup Work

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

IN-SCHOOL SUSPENSION (ISS) MAKEUP WORK (ALL GRADE LEVELS)

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, the Cuero ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquires about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S.Department of Education's Office of Civil Rights, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II. The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at www.cueroisd.org. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Kimberly Fleener, Cuero Administration Offices, 960 East Broadway, Cuero, TX 77954. Phone: 361-275-1922.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Kimberly Fleener, Cuero Administration Offices, 960 East Broadway, Cuero, TX 77954. Phone: 361-275-1922.
- All other concerns regarding discrimination: Contact the superintendent's office: Cuero Administration Office~~s~~, 960 East Broadway, Cuero, TX 77954. Phone: 361-275-1914.

NONTRADITIONAL ACADEMIC PROGRAMS (ALL GRADE LEVELS)

[See **Requirements for a Diploma**.]

PARENT AND FAMILY ENGAGEMENT (ALL GRADE LEVELS)

State law provides that a parent have the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.
In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: www.cueroisd.org.

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school.

Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teacher. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period, before or after school. [See **Report Cards/Progress Reports and Conferences** on.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the superintendent's office at 361-275-1914.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)}**
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]
- Attending board meeting to learn more about district operations. Regular board meetings are held on third Thursday of the month except in September and October, will be held the third Monday of the month. Meetings begin at 6:30pm at the Cuero ISD Administration Office Board Room, 960 E. Broadway. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at 960 E. Broadway and online at www.cueroisd.org. [See policies BE and BED for more information]

PARKING AND PARKING PERMITS (Secondary Grade Levels Only)

A student must present a valid driver's license, proof of insurance, and CISD Consent for Random Student Drug Testing Form to be eligible for a parking permit. Students must request a parking permit and pay a fee of $5.00 to park in a school parking lot. So long as a space is available, parking permits may be issued throughout the year.

Students will **not** be permitted to: Speed, double park, park across a white or yellow line, park in a fire lane, or sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

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

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

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

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

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

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

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

Elementary and Middle/Junior High Grade Levels

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

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

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

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

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

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

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

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

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

High School Grade Levels

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

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

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

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject, including courses taken through credit recovery, are issued at least once every six weeks. Grades for courses taken through credit recovery that are issued at progress report or report card time will be considered in determining UIL eligibility.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course, including a course taken through credit recovery, is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may request to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

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

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

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

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

RETALIATION

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

SAFETY (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the *Student Code of Conduct*, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- 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 for teachers and other district employees regarding classroom doors.

- Remain alert to any safety hazards, such as intruders on campus or threats made by any person towards a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns on www.cueroisd.org under 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.

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

SAFE STORAGE OF FIREARMS

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere. It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offences of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm, or
- Left the firearm in a place to which the person knew or should have known the child would gain access.

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a $500 fine) to a Class A misdemeanor (punishable by a $4000 fine, a year in jail, or a combination of the two)

PREPAREDNESS TRAINING: CPR AND STOP THE BLEED

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in 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 and Stop the Bleed Texas.

EMERGENCY MEDICAL TREATMENT

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 medication or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies)

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. [See FFAC(LOCAL) & FFAC(LEGAL)

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 life-threatening situations.

EMERGENCY SCHOOL-CLOSING INFORMATION

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

The district will rely on contact information on file with the district to communicate with parents in an emergency, 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. In case of emergency, school personnel and students will be notified of school closing by radio, television stations, social media and robo calls.

Radio

- 107.9 FM KIXS Victoria
- 104.7 FM KVIC Victoria
- 92.5 FM KYOC Yoakum

Television

- Channel 25 KAVU Victoria
- Channel 19 KVCT Local Channel 7
- Channel 15 Cuero ISD Cable Channel

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing**.]

SCHEDULE CHANGES

CUERO HIGH SCHOOL

All students are given the opportunity to select their courses for the next school year during the pre-registration process. The master schedule is then designed to accommodate the students' requests. Schedule changes can result in overcrowding of classes, which reduces teacher availability for addressing individual student needs.

Schedule changes must be made before the end of the first week of school.

Students must:

- meet with their Counselor,

- complete schedule change form,
- get form signed by parent/guardian, and
- return form to the Counseling Office before the end of the first week of each semester.

Schedule changes will be made for the following reasons:

- course for graduation is not scheduled,
- already have credit for a course, and
- school error.

Level Changes:

Level schedule changes (i.e., a Pre-AP/AP course to a regular course) should be made by the end of the third week of school when the first progress reports come out or at the end of the semester. Before any level schedule changes are considered, the following interventions and/or strategies are highly recommended:

- Attend tutorials before and/or after school.
- Attend class daily.
- Complete missing assignments.
- Schedule a parent-teacher conference.

The grades earned at the previous level of the course will transfer with the student to the new course. Failure to complete required summer reading assignments or failure on the summer reading assessment will result in a level schedule change (for example from Pre-AP to Regular). Any student with an average below 70% in a Pre-AP/AP course at semester may be removed from that course.

SCHOOL FACILITIES

Asbestos MANAGEMENT PLAN

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the Administrative Assistant, the district's designated asbestos coordinator, at the CISD Administration Building.

PEST Management PLAN

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, 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 United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the District Facilities Director.

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

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

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

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of 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. A parent's decision will not affect the student's eligibility for free and reduced price meals or free milk. See campus offices to apply for free or reduced price meal services.

The cafeteria serves breakfast each morning at 7:30 a.m. Hunt Elementary and John C French serves breakfast in the classroom. Secondary campuses have brunch after the 1st period. All meals must be consumed inside the cafeteria this includes lunches brought from home.

Students are asked to leave all tables and chairs in order, take all dishes and eating utensils to the disposal station, and deposit trash in the proper trash receptacle.

Regular Priced Meals		Reduced Price Meals	
● Breakfast	$0.00	● Breakfast	$0.00
● Lunch	$2.95	● Lunch	$0.40

CAFETERIA CHARGING GUIDELINES

In an effort to combat excessive student charges, Cuero ISD implemented the following cafeteria charging guidelines effective July 1, 2022

Please visit www.cueroisd.org, under Food Service to view Cuero ISD meal charging policy.

Employees and visitors will not be allowed to charge at the cafeteria. NO EXCEPTIONS.

Parents may view their child's account online at https://family.titank12.com/. The online site offers reminder emails to parents about low account balances on their child's account. Please see the Food Service website at www.cueroisd.org for instructions.

Food Service will attempt different ways to alert parents about first and second charges.

Parents are encouraged to prepay. Payments may be made in the following ways:

- Cash or check brought by the student to the cafeteria
- Parents bring payment to the cafeteria
- Online at https://family.titank12.com/

All positive balances will transfer over to the next year. Refunds must be requested in writing, please see cafeteria for information.

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, 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, audiotape, 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/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.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:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
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 Nondiscrimination Statement on page 177 for the name and contact information for the Title IX coordinator, ADA/ Section 504 coordinator, and superintendent for other concerns about discrimination.

Library (All Grade Levels)

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development. Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus librarian. The district will provide to parents a record of each time the parent's child's checks out a library material that included the title, author, genre and return date of the library material through the campus librarian. A parent may access to the school's library or any available online catalog by request. The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. There is a varied collection of diversified subjects and should be used by students to aid in lesson assignments or to provide recreation through reading. A quiet, restful atmosphere should be maintained at all times; however; students are free to move about as long as they do not interfere with others who are working. If they disturb others, they will be asked to leave the library. When conduct is unsatisfactory, a student may be expelled from the library for a given period, the length being determined by the librarian in relation to the seriousness of the offense.

All books except reference books may be checked out for two weeks, subject to renewal. A fine of five cents a day is charged on overdue books; five cents per period on reserved books. All library fines must be paid before a student is allowed to check out another book. Books overdue due to a student's illness must be returned to the library on the student's first day back at school. Each student is held responsible for all books he has checked out and all fines he has acquired on the books. Students shall be expected to pay for lost books or damaged books beyond reasonable repair. Library fines will be paid to the librarian.

Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office. Parental consent is required before a student may participate in a student club that is authorized by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Searches of Students—Reasonable Suspicion

A District search of a student may occur only when the student is on District premises, or while the student is attending a school-sponsored or school-related event, either on or off school property.

Any search of a student will be conducted by an authorized District official when feasible under the circumstances, will be witnessed by at least one other official.

The following rules will apply when any District official searches a student:

1. Authorized District officials may search a student whenever the student consents to such a search; however, consent will not be obtained through threats or coercion.
2. In the absence of consent, a search may occur when a District official has reasonable suspicion that searching a student's person or personal item will reveal evidence of a violation of the Student Code of Conduct. For example, district officials may conduct a reasonable-suspicion based search for:

h) Alcohol;

i) A prohibited weapon;

j) Controlled substances or illegal drugs as defined by law;

k) Stolen property;

l) Any other item that has been or may reasonably be expected to be disruptive of school operations; or

m) Any other item for which possession by a student is listed as a violation of the Student Code of Conduct.

3. If the search yields contraband, authorized personnel have the authority to detain the student and to preserve any contraband seized.

Searches of Vehicles—Reasonable Suspicion

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the District will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the District will suspend the student's parking permit indefinitely or no less than the remainder of the year.

Parent Notification

When feasible under the circumstances, the District will notify a student's parent or guardian if any prohibited item is found in District property assigned to a student, in a student's vehicle parked on school property, or on the student's person or personal property as a result of a search conducted in accordance with this policy.

Disciplinary Action

Any student found to be in possession of an item prohibited in the Student Code of Code will be subject to disciplinary action in accordance with the Student Code of Conduct.

Mandatory Drug-Testing Program

The District requires drug testing of any student in grades 7 – 12 who chooses to participate in school-sponsored extracurricular activities, requests a permit to park a vehicle on school property, and students grade 10-12 that opt to leave campus at lunchtime.

Covered Activities

School-sponsored extracurricular activities

Scope

A student participating in these activities and/ or requesting a parking permit will be tested for the presence of illegal drugs and alcohol randomly throughout the year.

In addition, students will be randomly tested throughout the school year.

Purpose

The purposes of the drug-testing program are to:

1. Prevent injury, illness, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol;
2. Help enforce a drug-free educational environment;
3. Deter student use of illegal and performance-enhancing drugs or alcohol; and
4. Educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol.

Distribution of Policy

The District will provide each parent and student a copy of the drug-testing policy, procedures, and consent form prior to the student's participation in an affected activity and receipt of a parking permit.

Consent

Before a student is eligible to participate in extracurricular activities or to receive a parking permit, the student will be required to sign a consent form agreeing to be subject to the rules and procedures of the drug-testing program. If the student is under the age of 18, the student's parent or guardian will also sign a consent form. If appropriate consent is not given, the student will not be allowed to participate in extracurricular activities or to receive a parking permit.

Use of Results

Drug-testing results will be used only to determine eligibility for a parking permit and participation in extracurricular activities. Positive drug test results will be used to impose disciplinary sanctions or academic penalties.

Nevertheless, nothing in this policy will limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense will be subject to consequences in accordance with the Student Code of Conduct.

Confidentiality

Drug-testing results will be confidential and will be disclosed only to the student, the student's parents, and designated District officials who need the information to administer the drug-testing program. Drug-testing results will not be maintained with a student's academic record. Results will not be otherwise disclosed except as required by law.

Testing Laboratory

The Board will contract with a certified drug-testing laboratory to conduct testing of students' biological samples.

Testing laboratories will not release statistics regarding the rate of positive drug tests to any person or organization without consent of the District.

Substances for Which Tests Are Conducted

The District will make available to students and parents a list of the exact substances for which tests will be conducted.

Collection Procedures

Personnel from the drug-testing laboratory will collect urine samples under conditions that are no more intrusive than the conditions experienced in a public restroom. When selected for testing, a student will be escorted to the school's testing site by a District employee and will remain under employee supervision until the student provides the required sample.

Random Testing

Random tests will be conducted and may occur at any time.

No less than 25 students participating in the program will be randomly selected for each random test date. The drug-testing laboratory will use a random selection method to identify students chosen for random testing. Students will not receive prior notice of the testing date or time.

Refusal to Test or Tampering

A student who refuses to be tested and/ or fails to report for testing when selected or who is determined to have tampered with a sample will be deemed to have a positive test result and will be subject to the appropriate consequences depending on previous positive test results, if any and a possible reference to law enforcement.

The student will be given 2 hours to collect the specimen, if the student cannot, it will be presumed first positive.

Confirmation of Positive Results

An initial positive test will be confirmed by a second test of the same specimen before being reported as positive.

Upon receiving results of a positive drug test, the District will communicate with the student, the student's parent if the student is under the age of 18, and the coach or

sponsor of the extracurricular activity, as applicable, to review the test results and discuss consequences.

Drug Abuse Prevention

The District will notify the parent and student of drug and alcohol abuse prevention resources available in the area.

Consequences

Consequences of positive test results will be cumulative through the student's enrollment in middle school and will begin anew for high school. – *see End of Semester Suspensions*

First Offense

Upon a first offense of receiving a confirmed positive drug test, a student will be suspended from any extracurricular activity and the student's parking permit will be suspended and no open campus lunch privileges for 15 calendar days following the date the student and parent are notified of the test results.

During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

The student shall complete a drug-counseling program approved by the District at the parent's expense. The District shall notify the parent and student of drug and alcohol counseling programs available in the area, particularly programs that are free of charge. Financial provisions can be made to pay for required counseling for students identified as economically disadvantaged, when circumstances are warranted. The student shall show proof that the student has started drug counseling within ten days of the student/parent meeting and must show proof of successful completion of the program. If the student refuses counseling, the consequences will be a campus decision.

Second Offense

Upon a second offense of receiving a confirmed positive drug test, a student will be suspended from any extracurricular activity and the student's parking permit will be suspended and no open campus lunch privileges for 90 calendar days following the date the student and parent are notified of the test results.

During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

The student shall complete a drug-counseling program approved by the District at the parent's expense. The District shall notify the parent and student of drug and alcohol counseling programs available in the area, particularly programs that are free of charge. Financial provisions can be made to pay for required counseling for students identified as economically disadvantaged, when circumstances are warranted. The student shall show proof that the student has started drug counseling within ten days of the student/parent meeting and must show proof of successful completion of the program. If the student refuses counseling, the consequences will be a campus decision.

Third Offense

Upon a third offense of receiving a confirmed positive drug test, a student will be suspended from participation in any extracurricular activity and the student's parking permit will be suspended and open campus lunch privileges will be permanently restricted.

During the period of suspension, the student will not be permitted to participate in practices or any activities.

End-of-Semester Suspensions

If a student's suspension from participation in extracurricular activities and parking privileges is not completed by the end of the semester, the student will complete the assigned period of suspension during the following semester or during the first semester of the following school year.

Appeals

A student or parent may appeal a decision made under this policy in accordance with FNG(LOCAL). The student will be ineligible for participation in extracurricular activities or reinstatement of parking privileges while the appeal is pending.

Upon appeal, the Board shall determine whether the student has satisfied the requirements necessary to warrant reinstatement. If the student is granted reinstatement and then receives another positive drug test, the student shall be permanently removed from all co-curricular and/or extracurricular activities, as well as have all parking and open campus privileges suspended with no further option for reinstatement.

Students' Desks and Lockers (All Grade Levels)

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

Personal ~~C~~communications and Other Electronic Devices (All Grade Levels)

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

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

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

Vehicles on Campus (Secondary Grade Levels Only)

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

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

Trained Dogs (All Grade Levels)

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. 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. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Metal Detectors

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

Drug-Testing

As per FNF(LOCAL):

INTERROGATIONS

BY SCHOOL OFFICIALS

Administrators, teachers, and other professional personnel may *question a student regarding the student's own conduct or the con*duct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

BY POLICE OR OTHER AUTHORITIES

For provisions pertaining to student questioning by law enforcement officials or other lawful authorities, see GRA (LOCAL).

Such visits to schools shall be unannounced. The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property.

The dogs shall not be used with students. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials. Searches of vehicles shall be conducted as described above.

DRIVING AND PARKING

Driving and parking on campus by District students is a privilege and not a right. The privilege of driving and parking on campus is considered similar to the privilege of participating in co-curricular and extracurricular activities and implies its own safety concerns for other students and staff members. Therefore, the District has chosen to include students who drive to school and park on campus in the requirements of the random drug-testing policy adopted by the Board. If a student refuses to participate in the random drug-testing program, he or she will not be allowed to drive or park on campus.

OPEN CAMPUS

The option to leave campus during lunchtime for grade 10–12 students (open campus) is a privilege and not a right. The privilege of leaving campus during lunch is considered similar to the privilege of participating in co-curricular or extracurricular activities and implies its own safety concerns for other students and staff members. Therefore, the District has chosen to include grade 10–12 students who leave campus during lunchtime in the requirements of the random drug-testing policy adopted by the Board. If a student refuses to participate in the random drug-testing policy, he or she will not be allowed to leave campus during lunchtime.

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS (ALL GRADE LEVELS)

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, Emergent bilingual 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 or counselor.

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination 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.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that first year 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.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See Promotion and Retention for additional information.]

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.

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

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

- Algebra I
- English I and English II
- Biology
- 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.

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

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation for additional information.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress. For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment
If a student does not perform satisfactorily on a required state assessment on any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

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

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

R*EQUESTING ADMINISTRATION OF STAAR/ EOC IN PAPER FORMAT (ALL GRADE LEVELS)*

STAAR and EOC assessments are administered electronically. A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received. Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year. Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

STUDENTS IN FOSTER CARE (ALL GRADE LEVELS)

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

Please contact the superintendent's office, who has been designated as the district's foster care liaison, at 361-275-1914 with any questions.

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce the events listed in FNA(LOCAL).

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

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

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The DSHS maintains information regarding children's mental health and substance abuse intervention services on its website: Services for Children and Adolescents.

SUICIDE AWARENESS (All Grade Levels)

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

See page 27 for CISD Suicide Prevention: Policy, Procedures, and Guidelines

SUMMER SCHOOL (All Grade Levels)

Summer school information will be announced upon completion of the school year. Summer school tuition will be announced at that time.

TARDIES

[See **Tardiness** under **Absences/Attendance**.]

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

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

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

The district provides approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

TRANSFERS (All Grade Levels)

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

As per Cuero ISD Board Policy FDA(LOCAL): The Superintendent of the receiving district is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

A nonresident student wishing to transfer into the District shall file an application for transfer **each school year** with the Superintendent or designee. Transfers **shall be granted for one regular school year at a time**.

In approving transfers, the Superintendent or designee shall consider availability of space and instructional staff and the student's disciplinary history and attendance records.

Completion of and signature of this document by the parent/guardian of said student, this form is considered a written transfer agreement that he or she must follow all rules and regulations of the District, including those for student conduct and attendance, and that violation of the District's rules and regulations may result in revocation of the transfer agreement. Written notification of any transfer revocation shall be sent to the school district of residence.

All students, including transfers must follow all rules and regulations of the District. Transfer students violating the terms of this agreement, other than those from districts that have entered into the binding contract *Agreement for the Education of Students Outside of the Cuero ISD* (Meyersville ISD, Westhoff ISD), may result in the transfer request not being approved the following year.

Yearly forms may be found on the district website www.cueroisd.org under Parent/Community.

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

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Director at 361-275-1917. See the *Student Code of Conduct* for provisions regarding transportation to the Disciplinary Alternative Education Program (DAEP).

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

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

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

VANDALISM (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to

pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the *Student Code of Conduct*.

VIDEO CAMERAS (All Grade Levels)

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

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

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a special education classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

VISITORS TO THE SCHOOL (All Grade Levels)

DELIVERIES

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

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance.
- Report to 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
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and/ or who reasonably appears to have no legitimate reason to be on the district property may be ejected from district property.

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

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

GKC(LOCAL); GKC(LEGAL)

Prominent notices shall be posted at each campus requiring all visitors to first report to the campus administrative office. This shall apply to parents, Board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, vendors, representatives of the news media, former students, and any other visitors.

UNAUTHORIZED PERSONS

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person refuses to provide identification; or
- The person fails the CENTEGIX screening. *Visitor screening system: Screen every visitor against sex offender and custom databases, and banned visitor status.*
- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

Appeals regarding refusal of entry or ejection form district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

Visitors Participating in Special Programs for Students

On Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus or District office for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

Applications may be found on the district website www.cueroisd.org under Parent/Community: Forms/Documents.

VOTER REGISTRATION (SECONDARY GRADE LEVELS ONLY)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL (ALL GRADE LEVELS)

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

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

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

GLOSSARY

Accelerated instruction, including supplemental instruction is an intensive educational program designed to help an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD 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.

CCMR Indicator stand for College, Career, and Military Readiness

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 Lerner, 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 performance 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 Every Student Succeeds Act passed by the federal government in December 2015.

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

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

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to student and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, 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 alternate state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

TAC stands for the Texas Administrative Code.

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.

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