2026–2027 School Year
Student Handbook

If you have difficulty accessing the information in this document because of disability, please contact the district at www.cpcisd.net or 903-488-3671.

The mission of Como-Pickton Consolidated Independent School District, in partnership with the home and community, is to provide excellence in education through relevant learning opportunities that will prepare students to achieve personal fulfillment, and to become responsible, productive members of society.

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Preface Parents and Students:

Welcome to the new school year!
Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Como-Pickton CISD Student Handbook is a general reference guide that is divided into two sections:

> **Section One: Parental Rights** describes certain parental rights as specified in state or federal law.
>
> **Section Two: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.
>
> **Note:** Unless otherwise noted, the term "parent" refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

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

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

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

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your child's campus office.

> **Note:** References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the Superintendent's office, and an unofficial electronic copy is available at www.cpcisd.net.

The policy manual includes:

Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.

Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact any district or campus administrator.

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

Acknowledgment Form, Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and Consent/Opt-Out Form for participation in third-party surveys. [See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey** for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact your child's campus principal.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

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

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

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

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

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

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

Annual Notification

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

For further information, see the district's abuse prevention instruction website at www.cpcisd.net.

In accordance with state law, a parent may:

Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.

Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.

Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** and FNG for information on the grievance and appeals process.

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

Consent to Period of Prayer and Reading of The Bible or Other Religious Text

Student Rights and Responsibilities: Student Expression

Religious Viewpoint

The District shall comply with the First Amendment of the U.S. Constitution regarding the establishment of religion and the free exercise thereof, as interpreted by the federal courts with jurisdiction over Texas, and shall not discriminate against a student based on the student's voluntary expression of a religious viewpoint on an otherwise permissible subject

Classroom Assignments

Homework and classroom assignments shall be judged and graded based on the teacher's academic standards of substance and relevance and other legitimate pedagogical concerns. Students shall not be penalized or rewarded on account of the religious content of their assigned work consistent with the teacher's academic standards of substance, relevance, and other pedagogical concerns.

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments, and the work shall be judged and graded based on the factors articulated above.

Limited Public Forum

In addition to any limited public forum established under the authority of the federal Equal Access Act [see FNAB], the District establishes a limited open forum for student speakers at all school events at which a student is to publicly speak in any official role or capacity. Student

speakers at such events may voluntarily express a religious or any other viewpoint on an otherwise permissible subject for the occasion. Student speakers at such events shall not engage in obscene, vulgar, offensively lewd, or indecent speech.
The Superintendent, in consultation with campus principals, shall annually prepare and distribute a list of all school events at which students will publicly speak in any official role or capacity, and the list shall include high school graduation exercises.

The Superintendent, in consultation with campus principals, shall develop a method using neutral criteria for selecting the students who will publicly speak in any official role or capacity at school events and graduation

Religious Groups and Activities
In addition to any noncurriculum-related student groups formed and operating under the authority of the Equal Access Act [see FNAB], students at any grade level shall be permitted to initiate and organize student-only religious groups and activities before, during, or after school hours and shall be permitted the same access to school facilities and opportunities for announcements and advertising, if any, as other noncurriculum-related groups.

Role of School Employees
School employees shall have no sponsorship role in any student-initiated, noncurriculum-related group or activity, religious or otherwise, that meets in school facilities immediately before or after school or during noninstructional school hours; nor shall student-initiated, noncurriculum-related groups or activities, religious or otherwise, be permitted to have regular participation or supervision by adults who are not affiliated with the school.
School employees may be present at student-initiated, noncurriculum-related groups, activities, and meetings, religious or otherwise, held in school facilities immediately before or after school or during noninstructional school hours for the limited purpose of maintaining order and discipline, protecting the well-being of students and District property, and ensuring that student attendance and participation is voluntary. [see policy **FNA** for more information]

Consent to Provide a Mental Health Care Service

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

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk.

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

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

The mental health liaison can be reached at:
Lou Colvin Jady Martin

Counselor	Counselor
colvinl@cpcisd.net	martinj@cpcisd.net
903-488-3671	903-488-3671

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.
[See **Mental Health Support.**]

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

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

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law
State law permits the school to make a video or voice recording without parental permission when it:

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

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

Please note that parents and visitors to a classroom, both virtual and in person, may not record

video or audio or take photographs or other still images without permission from the teacher or other school official.

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

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

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

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

Limiting Electronic Communications between Students and District Employees
The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

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

The employee is required to include the student's parent as a recipient on all text messages. A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:
- A student's photograph (for publication in the school yearbook);

- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

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

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following 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. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information shall include student name and address. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

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

- Honor roll
- School newspaper
- Yearbook
- Recognition activities
- News releases

- Athletic programs

Note: Also see **Authorized Inspection and Use of Student Records**.

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

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

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information. [See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

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

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

- Protected information surveys of students and surveys 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-rights-amendment-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

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

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

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

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

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

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See policy EHBK(LEGAL) for more information.]

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

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

State law, however, requires that all students participate in one minute of silence following

recitation of the pledges. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL) for more information.]

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

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

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students state law requires a student with a grade below 70 for a reporting period to attend. [For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

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

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

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

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

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 the plan or syllabus by request. At the beginning of the school year, the instructional plan will be posted on the school website. Hard copies will be provided at parent request.

District Review of Instructional Materials

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

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.
For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,

- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

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

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

However, the parent may continue to have access to the records if the student is a dependent

for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

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

Legitimate educational interest may include:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

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

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

the Release of Directory Information to prohibit this disclosure.]

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.

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

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

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

You may contact the custodian of records for currently enrolled students at 13017 HWY 11 E Como, TX 75431, 903-488-3671.

You may contact the custodian of records for students who have withdrawn or graduated at 13017 HWY 11 E Como, TX 75431, 903-488-3671.

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See **Report Cards/Progress Reports and Conferences**, **Complaints and Concerns**, and **Finality of Grades at Policy** FNG(LEGAL).]

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

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

Teacher and Staff Professional Qualifications

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

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/partnership/interstatecompact.cfm) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

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

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

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

Additional information may be found at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom. [See **Bullying** and policies FDB and FFI for more information.]

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

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

Student Use of a Service/Assistance Animal

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

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

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

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

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

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

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

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.
For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

If you have questions, please contact the district's foster care liaison: Wilke Howard, 13017 TX-11, Como, TX 75431, howardw@cpcisd.net, 903-488-3671.

[See **Credit by Examination for Advancement/Acceleration** and **Course Credit**.]

A Student Who Is Homeless
A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.
A student who is homeless will be provided flexibility regarding certain district provisions, including:

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

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to

enroll in a new school in the attendance area where the student is currently residing.
If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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

For more information on services for students who are homeless, contact the district's homeless education liaison: Wilke Howard, 13017 TX-11, Como, TX 75431, Howardw@cpcisd.net, 903-488-3671.

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

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

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

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

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

Special Education Referrals

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

If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be

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

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

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, 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 (https://fw.escapps.net/Display_Portal/publications)*.

Contact Person for Special Education Referrals
The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Shannon Ebarb at 903-488-3671.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee: Shannon Ebarb at 903-488-3671.

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 Shannon Ebarb at 903-488-3671.

[See **A Student with Physical or Mental Impairments Protected under Section 504**.]
Visit these websites for information regarding students with disabilities and the family:

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

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education
In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home
If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.
The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

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

[See **Emergent Bilingual Students** and **Special Programs**.]
A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

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

Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus secretary at 903-488-3671.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences. Two important state laws are discussed below—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

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

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

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

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

- Religious holy days;

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

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

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

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. [See **Driver License Attendance Verification**.]
The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

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

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

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

Students with Disabilities

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

Ages 6–18

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

The notice will:

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

The truancy prevention facilitator for the district is the campus principal. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

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

If a student age 12–18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

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

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

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily, if the student completes makeup work, absences listed under **Compulsory Attendance—Exemptions** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- Any information presented by the student or parent to the committee about the absences.

The student or parent will be given an opportunity to present any information to the committee

about the absences and discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)
The district will take official attendance every day at 9 a.m. A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)
A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

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 an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)
Within three days of returning to school, a student who is absent for more than four consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

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

Driver License Attendance Verification (Secondary Grade Levels Only)
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 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form

(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).

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

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.cpcisd.net. Hard copies of any reports are available upon request to the district's administration office.
TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.
The test shall be offered during the Fall at CPCISD.
Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

"A" Honor Roll = students with an average of 90 – 100 and satisfactory or better in citizenship for all classes

"A-B" Honor Roll – students with an average of 80 or higher and satisfactory or better in citizenship for all classes.

National Junior Honor Society

To be considered for admission to the National Junior Honor Society a student must be a member of the 7th, 8th, or 9th grade class; have a cumulative average for their 6th, 7th, and 8th grade year of 90 or above; must have satisfactory or better in citizenship; and be approved by a faculty council or junior high teachers appointed to serve annually by the principal. The student must participate in two school activities, including the district academic UIL, and demonstrate

character, leadership, and services.

National Honor Society
The National Honor Society Constitution can be found at
www.nhs.us/about-us/consulationgoverance/nf.

In the constitution, please read the following sections:
● Membership: Article VIII: Section 1, Section 4, and Section 7
● Selection of Members: Article IX: Sections 1, 2, 3, 4, 5
● Discipline and Dismissal: Article X: Sections 1, 2, 3, 4, 5, 6, 7

The procedure for selection to National Honor Society at Como-Pickton High School is as follows:
● Names of eligible candidates of 10th - 12th graders with a cumulative average of at least 90 are given to the National Honor Society adviser by the high school academic advisor. *The student must participate in two school activities, including the district academic UIL, and demonstrate character, leadership, and services.*
● Candidates with the qualifying cumulative average are given a packet requesting candidates to provide cumulative evidence of their leadership and service, from 9th grade forward. The adviser will provide suggestions and guidance to students who request help in filling out the form. Students are encouraged to attach additional information or explanations regarding special circumstances related to leadership, service or character which the student believes will help the Faculty Committee in viewing the student's growth or improvement.
● A list of candidates who return the leadership and service packets will be forwarded to the high school faculty committee, who will evaluate candidates' character based on the qualities of trustworthiness, respect, responsibility, fairness and citizenship.
● Once all information is returned and compiled, the Faculty Committee will evaluate the candidates on the basis of service, leadership, and character. Committee members will attempt to look at the "whole" student and will consider the students individually and cumulatively, across all years of high school. Each candidate will be individually voted upon by the committee and selected or denied based on a majority vote.
● The National Honor Society adviser will sit on the Faculty Committee but will not be a voting member.
● A list of candidates selected by the committee for recommendation for membership will be presented to the high school principal for consideration. Upon approval by the principal, the adviser will notify students of the decision of the faculty council
● Students not selected for membership will have 5 (five) school days to file an appeal with the adviser. The appeal process is outlined in the NHS Constitution.
● Como-Pickton High School will induct new members each fall.

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

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using 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
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

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

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.
Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they

observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

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

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

The district has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal or the district's SHAC representative, Nurse Holly Self.

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

A student may anonymously report an alleged incident of bullying at www.cpcisd.net.
The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

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

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

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

Any retaliation against a student who reports an incident of bullying is prohibited. Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus.

In consultation with the student's parent, the board may transfer the student to an alternate campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments.]**

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

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

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

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Agriculture, Food and Natural Resources, Architecture and Construction, Arts, Audio/Video Technology and Communications, Business Management and Administration, Education and Training, Health Science, Hospitality and Tourism, Human Services, Information Technology and Manufacturing.

Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator, Shannon Ebarb at (903) 488-3671.

Celebrations (All Grade Levels)

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

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

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

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

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS) within 24 hours of the report. See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

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

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area

- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

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

Emotional Abuse

Possible warning signs of emotional abuse include:

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

Neglect

Possible warning signs of neglect include:

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

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well-being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities

- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

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

Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- 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 their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

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

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 they did the right thing by telling you.

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at Texas Abuse Hotline Website (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

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

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

[See policy EIC for more information.]

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.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below. The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in credit by examination with prior instruction, summer school credit, credit recovery, pass/fail courses, credit for course, not recognized by TEA, and credit awarded in a non-accredited instructional setting.

The District shall categorize and weight eligible courses as Advanced, Regular, and Basic in accordance with provisions of this policy and as designated in appropriate District publications. Eligible Honors and dual credit courses shall be categorized and weighted as advanced courses.

All regular education courses shall be categorized and weighted as Regular courses. Courses that have been modified by an ARD committee as to the required Texas Essential Knowledge and Skills (TEKS) and determined to justify lower weight based on modified content shall be categorized and weighted as regular courses.

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	Advanced	Regular
100	7.0	6.0
99	6.9	5.9
98	6.8	5.8
97	6.7	5.7
96	6.6	5.6

Grade	Advanced	Regular
95	6.5	5.5
94	6.4	5.4
93	6.3	5.3
92	6.2	5.2
91	6.1	5.1
90	6.0	5.0
89	5.9	4.9

88	5.8	4.8
87	5.7	4.7
86	5.6	4.6
85	5.5	4.5
84	5.4	4.4
83	5.3	4.3
82	5.2	4.2
81	5.1	4.1
80	5.0	4.0
79	4.9	3.9
78	4.8	3.8
77	4.7	3.7
76	4.6	3.6
75	4.5	3.5
74	4.4	3.4
73	4.3	3.3
72	4.2	3.2
71	4.1	3.1
70	4.0	3.0
Below 70	0	0

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

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

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

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

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

1. Attend high school all four years.
2. Have been continuously enrolled in the District high school for the six semesters immediately preceding graduation; and
3. Have completed the foundation program with the distinguished level of achievement, the foundation program with at least one endorsement.

In case of a tie in weighted GPAs after calculation to the thousandths place, the student with the highest numerical grade average of all advanced courses shall be recognized as valedictorian or salutatorian.

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas. [See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

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

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

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

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

on the SAT.
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer/fall 2026 term through spring 2027, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** (Secondary Grade Levels Only) 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 may earn college credit through the following opportunities:
- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;

- Enrollment in AP or dual credit courses;
- Enrollment in courses taught in conjunction and in partnership with Northeast Texas Community College which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities.
- Enrollment in these programs is based on NTCC's requirements.

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

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

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

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

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

Communications (All Grade Levels)

Parent Contact Information

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

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.
A parent may update contact information by contacting your child's campus secretary.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency

situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes. [See **Safety** on page for information regarding contact with parents during an emergency situation.]

Automated Non-Emergency Communications
Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.
If you do not wish to receive such communications, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.cpcisd.net. The complaint forms can be accessed through the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal 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).

Conduct (All Grade Levels)

Applicability of School Rules
The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

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

school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator
Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.cpcisd.net and the coordinator at each district campus is the principal.

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

Disruption of School Operations
Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

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

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

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

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

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;

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

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

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)
The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should schedule an appointment accordingly. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.
If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support, Child Sexual Abuse, Trafficking, and Other Maltreatment of Children,** and **Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

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

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

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

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject. [See the school counselor and policy EHDB(LOCAL) for more information.]

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

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

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

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

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

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

November 5-6, 2026
January 14-15, 2027
May 6-7, 2027
August 19-20, 2027

Kindergarten Acceleration

Como-Pickton Elementary will offer testing for acceleration twice a year at the beginning of the school year and the end of the school year for the next year.

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 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 is eligible to earn course credit if the student meets one of the following requirements::

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

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

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

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

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;

- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

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

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

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/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, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Examples of gender-based harassment directed against a student may include, but are not limited to:

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition. Please contact the school nurse, Holly Self, for pregnancy-related accommodations.

Retaliation

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

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

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's

parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

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

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

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

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

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

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

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

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

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

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

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

television.

The distance learning opportunities that the district makes available to district students are NTCC or others with administrator approval. [See **Remote Instruction**.]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school 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 (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your campus principal.

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

School Materials

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

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 superintendent before selling, posting, circulating, or distributing any copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal has designated an area as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes 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 policy FNG(LOCAL) for student complaint procedures.]

From Others

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

To be considered for distribution, any 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 superintendent for prior review. The 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 DGBA or GF for more information.]

The superintendent has designated a time frame and designated area 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 policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All 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)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- *Clothing must cover the torso at all times. Undergarments must be worn and should not be visible.*
- *Unacceptable: see-through shirts, low cut, provocative blouses, off shoulder, camisole, tank tops, halter tops, elastic tops, side-out shirts, cutaway dresses, backless dresses, (exception is made for high school prom only), backless blouses, extreme dress (Gothic style, trench coats, etc.).*
- *Hoodies are permissible, but must have school appropriate clothing underneath. Hoods cannot be worn over the head inside the building.*
- *Caps/hats may not be worn inside the building.*
- *Sleeveless tops must cover undergarments. Sleeveless tops may not be worn by male students.*
- *No excessively torn fabric or holes that show skin above fingertips when arms are completely extended. Clothing that has been cut or unraveled is not permitted.* The

principal will make the final determination.

- *Pants should be the appropriate size. Pants cannot be excessively oversized or sagging. Pants should fully cover underwear at all times. The waistband of pants/jeans or shorts must be above the hip bone.*
- *No clothing, hats, buttons, etc. displaying obscene or inappropriate printing; or advertising of alcohol, drugs, tobacco products, guns, gang related activities or satanic cults, either explicit or implied.*
- *No offensive clothing and offensive writing and drawings on the body or clothing. Body paint is not allowed.*
- *Sunglasses may not be worn inside the building (except when part of a specific work uniform or prescribed by a physician.)*
- *Shorts must meet general standards of not being shorter than the wearer's fingertips when arms are held at the sides. No gym or workout shorts are to be worn.*
- *Skirts must meet general standards of not being shorter than fingertip length when arms are completely extended.*
- *Bicycle shorts, tight fitting leggings, pajama pants are not to be worn.*
- *Excessively tight clothes are unacceptable.*
- *Shoes or appropriate footwear are to be worn at all times. House shoes are not considered appropriate footwear. No cleats or shoes with rollers are allowed in the school building. Students must have appropriate shoes for P.E. No black sole shoes are allowed on the gym floor.*
- *Hair is to be **neat, clean, and well-groomed**.*
- *Hair should not impair vision or cause a disruption in the educational process.*
- *Extreme hair color variations such as blue, green, orange, pink, etc. are not accepted.*
- *Prohibited: cheek rings/studs, lip rings/studs, eyebrow rings/studs, and tongue rings/studs.*
- *Normal make-up will be allowed. Normal will be defined as that not causing a disruption of the school educational process. Body painting or hair painting of any kind is not allowed.*
- *No long trench-type coats will be worn in the building.*

In all circumstances the principal will make the final determination whether a student's grooming or dress code is appropriate.

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 and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Dress for 8th Grade Graduation

Girls: A dress (unacceptable: see-through, cutaway, backless, two-piece with visible mid-drift when raising arms above your head) or dress slacks and blouse.

Boys: Dress slacks (no denim/jeans) and a collared shirt (ties optional).
In all circumstances the principal will make the final determination whether a student's grooming or dress code is appropriate.

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 and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe 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 Assessments 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 or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact Joe Newman, Director of Technology.

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

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

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, 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 and policy FNCE(LOCAL).

The use of cell phones 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 communication device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

Como-Pickton CISD
Personal Electronic Communications Guidelines

Under the Personal Electronic Communications guidelines, all Cell Phones, Smart Watches, any type of Headphones and other devices used to electronically communicate fall under the umbrella of personal electronic communications devices and will just be referenced as “cell phone”. To promote the best possible learning and social environment in the classrooms and school, students will adhere to the guidelines listed below during the school day and on the bus to and from school. The intent of the cell phone policy is to limit access and use of cell phones to avoid distractions from learning and the loss of instructional time.

GUIDELINES OF USE

Grades PK-5
Students are required to keep their devices turned off and stored away during the school day and while on the bus to and from school. Students who violate the campus policy will be subject to disciplinary actions.

PK-5 Students:
I am uncertain on the specific guidelines regarding times and locations my personal devices can be used during the school day. When am I allowed to use my device?

Area of Direct Use Appropriate Use

Before/After School	Yes
In Classroom	No
During Passing Period	No
In the Cafeteria	No
On the bus to and from school	No

Grades 6-8:
Students are required to keep their devices turned off and stored away during the school day and while on the bus to and from school. Students who violate the campus policy will be subject to disciplinary actions.

6-8 Students:
I am uncertain on the specific guidelines regarding times and locations my personal devices can be used during the school day. When am I allowed to use my device?

Area of Direct Use Appropriate Use

Before/After School	Yes
In Classroom	No
During Passing Period	No
In the Cafeteria	No
On the bus to and from school	No

Grades 9-12:
Students are required to keep their devices turned off and stored away during the school day and while on the bus to and from school. Students who violate the campus policy will be subject to disciplinary actions.

9-12 Students:
I am uncertain on the specific guidelines regarding times and locations my personal devices can be used during the school day. When am I allowed to use my device?

Area of Direct Use Appropriate Use

Before/After School	Yes
In Classroom	No
During Passing Period	No
In the Cafeteria	No
On the bus to and from school	No

STATEMENT OF EXPECTATIONS

Campus administrators will state expectations clearly and reinforce the importance of maintaining a cell phone-free environment at the beginning of the year. Administrators will monitor cell phone violations.

The use of a cell phone or any device capturing images is prohibited at all times during the school day.

If a student uses a cell phone without authorization during the school day, the device shall be confiscated. **The parent may pick up the confiscated telecommunications device from the office for a fee of $15** (See Consequence Offenses below).

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

In limited circumstances and in accordance with law, a student's cell phone may be searched by authorized personnel. [See Board Policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen cell phones.

CONSEQUENCES

Unauthorized use of Cell PHones, Smart Watches, any type of Headphones and other devices used to electronically communicate are infractions of the guidelines. Students using a personal electronic communications device during the instructional day without the explicit permission of an authorized district employee will result in confiscation of the cell phone and adherence to the graduated list of authorized consequences.

In the event of unauthorized use, the teacher will ask a student for the cell phone only one time. Failure to turn over the cell phone upon first request will result in a discipline referral to the campus administration, confiscation by the administration and adherence to the graduated list of consequences. Authorized district employees who will be responsible for cell phone confiscation will include administrators and teachers (including substitutes or someone else covering the class).

1st Offense

- The phone is confiscated and the parent is contacted.
- **The parent can retrieve the cell phone from the school at the end of the school day and pay an administrative fee of $15**
- Offense is noted in Ascender

2nd Offense

- The phone is confiscated and the parent is contacted.
- **The parent can retrieve the cell phone from the school at the end of the school day and pay an administrative fee of $15**
- Student is assigned to an after school detention
- Offense is noted in Ascender

3rd Offense

- The phone is confiscated and the parent is contacted.
- **The parent can retrieve the cell phone from the school at the end of the school day and pay an administrative fee of $15**
- Student is assigned to 1 day of ISS
- Offense is noted in Ascender

4th Offense

- The phone is confiscated and the parent is contacted.
- **The parent can retrieve the cell phone from the school at the end of the school day and pay an administrative fee of $15**
- Student is assigned to 2 days of ISS

- Offense is noted in Ascender

5th Offense (or any offenses beyond 5)

- The phone is confiscated and the parent is contacted.
- **The parent can retrieve the cell phone from the school at the end of the school day and pay an administrative fee of $15**
- Student is assigned to 3 days of ISS
- Offense is noted in Ascender

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

The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval from the principal to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a

state-developed program that addresses the consequences of sexting.

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

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

End-of-Course (EOC) Assessments
[See **Graduation** (Secondary Grade Levels Only) 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. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will 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 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.

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 student clubs from campus secretaries.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation**.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov. [See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents 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.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 20 absences not related to post-district competition, unlimited absences for post-district competition prior to state, and unlimited 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 be considered an unexcused absence.

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

Offices and Elections
Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: FFA, Skills USA, FCCLA, Student Council, Freshman Class, Sophomore Class, Junior Class, Senior Class, Spanish Club, and National Honor Society.

Fees (All Grade Levels)
Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books; and district issued electronic devices.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**.]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because

of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a virtual or hybrid course.

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 your child's campus principal. [See policy FP for more information.]

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

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

Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
6-11.5	Grade 10 (Sophomore)
12-17.5	Grade 11 (Junior)
18 or more	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

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

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

an examination the student originally failed; and
- Procedures for a student to follow after an absence.
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

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

Grading Policy Pre-K through 5th Grade
Pre-K parents will be informed of student progress at midterm and at the end of the school year by a skills checklist

Kindergarten student progress will be reported to parents at the end of each six weeks. Students will receive standards-based report cards for math, reading, language arts, science and social studies.

Grades 1-5 receive numeric report cards at the end of each six week period.

Number of Daily Assignments/Tests and weight: Grades for math, reading, language arts, science and social studies are derived by averaging a minimum of 8 grades. All grades receive equal weight.

Students have the opportunity for a retake of tests for a maximum grade of 70%. Teachers will determine where and when the student will retake the test. Corrections on daily assignments may be completed for a maximum grade of 70%.

Grading Policy 6th- 12th Grades
In an effort to clearly communicate secondary grading policies, the following criteria are important:

Number of Daily Assignments: 8 minimum.
Number of Major Grades (Tests/Major Projects): 2 minimum (2 *Tests/Major Projects/Performance Indicators*) will be taken in all classes.
Weight of Assignments: 50% (*Daily*)/50% (*Tests/Major Projects*) for all subjects.
Semester Exams: Semester exams will count 10% of the semester average.

Students may be exempt from semester exams under the following guidelines:

COMO-PICKTON HS/JH
SEMESTER EXAM EXEMPTION GUIDELINES

CPHS and CPJH students will have the opportunity to earn an exemption from Semester Exams based on grades, attendance, and discipline.

Semester Exam Exemptions	
Semester Grade Average	**Number of Allowed Absences**
100 - 90	3 or fewer absences (excused and unexcused)
80 - 89	2 or fewer absences (excused and unexcused)
75 - 79	1 or fewer absences (excused and unexcused)
70 - 74	0 absences (excused and unexcused)
*Exemption is based on the semester average (the average of all three 6-weeks).	
*Attendance for exam exemption is based on Semester 1 Absences– August 18-December 16; Semester 2 Absences-Seniors– January 6-May 14; Grades 9-11 January 6- May 18	

- Each course is independent. Attendance and grade requirements must be met for course or courses.
- Students may not have a placement in ISS, Off-Campus Suspension or Alternative School (DAEP) during the semester.
- No final exam exemptions allowed for Dual Credit Courses.
- Students who met the exemption requirements still have an opportunity to take their final exam to increase overall average. Note: Students who are exempt and choose to take the final exam will not be penalized for any final exam grade that will lower their semester average.
- Students are encouraged to monitor their attendance throughout the school year without asking the office or teachers for the attendance record.

Absences

- With appropriate documentation from parent/guardian, the following absences **DO NOT** count toward exemptions (these absences aren't included in the absence count):
    - Religious Holy Days, School related/extracurricular activities, College Visits (up to two days only)
- All day absences due to Doctor's appointments, although excused, **DO** count toward exemptions (these absences are included in the absence count).
- Medical absences, when a student is at school part of the day, **DO NOT** count toward exemptions
- Three tardies in a class, per semester, **DO** count as one absence toward exemptions

For CPJH Students

- Any student who cannot be picked up for exemptions will take their semester exams, even if they meet all exemption criteria.
- CPJH students must bring a note from parents excusing them to go home once semester exams start.
- Students will not be allowed to leave until after the accounting period (9:00 a.m.) on semester exam days.

Semester Exam Dates

- December 15 - 17, 2026

- May 17 - 19, 2027

Examples for Student Final Exam Exemptions:

Student 1 Example				
Period	**Course**	**Sem 2 Grade Average**	**Number of Absences**	**Exempt or Not Exempt**
1	Athletics	95	4	Not Exempt
2	English 2	82	3	Not Exempt
3	Chemistry	91	2	Exempt
4	US History	92	5	Not Exempt
5	Geometry	73	1	Not Exempt
6	BIM 2	70	0	Exempt
7	Health	89	1	Exempt

Student 2 Example				
Period	**Course**	**Sem 2 Grade Average**	**Number of Absences**	**Exempt or Not Exempt**
1	Percussion	90	3	Exempt
2	Engl 1 DC (1301/1302)*	90	3	Not Exempt
3	Physics	70	3	Not Exempt
4	Government AP	92	3	Exempt
5	Spanish 1	83	3	Not Exempt
6	Stats DC	79	3	Not Exempt
7	Athletics	91	3	Exempt

*All Dual Credit Courses will take the Final Exam.

Note:

- Students must meet grade, attendance and discipline requirements to be eligible for exam exemptions.

- Students who met the exemption requirements still have an opportunity to take their final exam to increase overall average. Students who are exempt and choose to take the final exam will not be penalized for any final exam grade that will lower their semester average.
- Please direct all questions regarding this administrative regulation to the principal.

District Retake Policy
A student in 6th-12th grade may retake a test for a maximum grade of 70% only after he/she has attended additional intensive instruction. Intensive instruction (before or after school tutorials, lunch tutorials, advisory, work with interventionist, or any other strategy approved by the teacher) must occur within 3 days of receiving the grade. Retakes are limited to 1 per six-week grading period per course.

There will be no retakes on daily assignments, semester exams, or benchmarks.

Late Work
Full Credit 100% can be received when a student turns in work by the teacher deadline. Students can turn in work late for up to three school days for a maximum grade of 70%. A maximum of 2 late assignments will be accepted per 6 weeks per course.

Academic Detention/Tutorials
Tutorials assigned by teachers are not optional. Failure to attend will result in disciplinary action.

Graduation (Secondary Grade Levels Only)

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

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

Testing Requirements for Graduation
Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

English I,
English II,
Algebra I,

Biology, and
U.S. History.

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

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

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

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

Foundation Graduation Program

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

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

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

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

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

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

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

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

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	**Number of Credits: Foundation Graduation Program**	**Number of Credits: Foundation Graduation Program with an Endorsement**
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies	4	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Locally required courses	1 credit in Technology Applications	1 credit in Technology Applications

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
	1/2 credit in Lifetime Nutrition and Wellness 1/2 credit Financial Literacy	1/2 credit in Lifetime Nutrition and Wellness 1/2 credit Financial Literacy
Electives	2	4
Total	**22 credits**	**26 credits**

*A student in the Advanced Math program who receives Algebra 1 credit in 8th grade, is required to take 4 credits of Math in High School.

Additional considerations apply in some course areas, including:

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

Available Endorsements

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

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).

The district holds a FAFSA night in collaboration with Northeast Texas Community College for students and parents to complete financial aid applications and receive assistance with the process. In addition, the high school counselor provides assistance to students and parents throughout the year in completing FAFSA and/or TASFA.

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

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

Please contact the school counselor for more information.

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

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

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

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

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

Available Course Options for All Graduation Programs
Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

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

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

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

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

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

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony. [See policy FMH(LEGAL) for more information.]

Graduation Activities
Graduation activities will include:

- *Senior Day Trip*
- *Baccalaureate*
- *Top Ten Banquet*
- *Senior Award Night*
- *Graduation Ceremony*

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not synonymous with graduating.

Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:
- Top 10 Graduates
- Honor Graduates
- National Honor Society
- Distinguished Graduates

Graduation Speakers
Certain graduating students will be given an opportunity to speak at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. The High School Principal will approve all graduation speeches prior to graduation. [See the Student Code of Conduct and policy FNA(LOCAL) for more information.] [See **Student Speakers** for student speakers at other school events.]

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

Scholarships and Grants
Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be

eligible for the Texas First Scholarship Program. [See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]

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

8th Grade Graduation Participation Requirements

To participate in 8th grade graduation activities, including the graduation ceremony and the 8th grade dance, students must meet the following requirements:

- Academic Standing- Students must be passing all core classes.
- Attendance Compliance- Students must meet all attendance requirements as outlined in the student handbook.

Students who do not meet this criteria will not be permitted to participate in any 8th grade graduation events.

Harassment

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

Hazing (All Grade Levels)

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

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

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

Health—Physical and Mental

Health-Related Services

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.

The following health related services are offered on the following district campuses: all campuses.

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

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

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

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

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

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

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district.

You may access the DSHS exemption form (https://dshs.texas.gov/immunize/school/exemptions.aspx) online or by writing to this address:
Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

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

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

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

[See the DSHS's Texas School & Child Care Facility Immunization Requirements (https://www.dshs.state.tx.us/immunize/school/default.shtm) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of lice or nits.

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

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

More information on head lice can be obtained from the DSHS website Managing Head Lice in

School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and from the Centers for Disease Control and Prevention's website Head Lice Information for Parents (https://www.cdc.gov/parasites/lice/head/parents.html). [See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.
In accordance with policy FFAC, authorized employees may administer:

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies**.

Unassigned Epinephrine Auto-Injectors

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

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

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

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

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

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

For additional Information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel and/or school volunteers to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel and/or school volunteers who are trained to administer prescription medication for respiratory distress during regular school hours. “Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designed by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC (LOCAL).

Unassigned Opioid Antagonists (Secondary Only)
In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained ***[align with policy at FFAC:*** school 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.

Steroids (Secondary Grade Levels Only)
State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.
Body-building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)
Como-Pickton CISD 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
- Grief, trauma, and trauma-informed care
- Positive behavior intervention and supports
- Positive youth development, and
- Safe, supportive, and positive school climate

Contact the principal or your student's counselor at (903) 488-3671 for more information about these programs. If a student has been hospitalized or placed in a residential treatment facility for a mental health condition or substance abuse, the District has procedures to support the student's return to school. Please contact the Student Services Department for more information.

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

Physical Activity Requirements

Elementary School

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, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters ***Or*** at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and 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.

Physical Fitness Assessment (Grades 3–12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized

health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

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

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

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

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

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

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

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

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 for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

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

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See Immunization.]

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

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis found on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.cpcisd.net. [See Celebrations and policy FFAF for more information.]

Seizures (All Grade Levels)
To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. **[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]**

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)
Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures
Physical and Mental Health Resources (All Grade Levels)

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

- The district's full-time nurse, Holly Self, at 903-488-3671.
- The district's full-time school counselors, Jady Martin (PK-8th) Lou Colvin (9th-12th), at 903-488-3671.
- The local public health authority, Region 4-5 Public Health Authority, which may be contacted at 903-533-5264.
- The local mental health authority, Lakes Regional Community Center, which may be contacted at 903-438-3270.

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.cpcisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Lezley Brown
Executive Director of Education Services and Communication
13017 TX HWY 11 E
brownl@cpcisd.net
903-488-3671

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. During the 26-27 school year, SHAC will meet biannually. Additional information regarding the district's SHAC is available from www.cpcisd.net.

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

[See Consent to Human Sexuality Instruction and policies BDFand EHAA. for more information,Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDFand EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact your child's campus principal.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

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

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

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student. The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

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

Parental consent is required before any student leaves campus for any part of the school day. For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from

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

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

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

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

During Lunch
Our campus is a closed campus and students are not allowed to leave during lunch without a parent. Students are not allowed to use food delivery services such as DoorDash, Uber Eats, etc.

At Any Other Time during the School Day
Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)
A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work
Makeup Work Because of Absence (All Grade Levels)
A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time

allotted by the teacher will receive a grade of zero for the assignment.

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

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

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

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

Grades 9–12
If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)
Alternative Means to Receive Coursework
While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses
A student removed from the regular classroom to ISS or another setting, other than a DAEP,

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

Nondiscrimination Statement (All Grade Levels)
In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district 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 in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, 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 has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Lezley Brown
Executive Director of Education Services and Communication
13017 TX HWY 11 E
brownl@cpcisd.net
903-488-3671

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

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:
Shannon Ebarb
Director of Special Programs
13017 TX HWY 11 E
ebarbs@cpcisd.net
903-488-3671

For all other concerns regarding discrimination, see:
Lezley Brown
Executive Director of Education Services and Communication
13017 TX HWY 11 E
brownl@cpcisd.net
903-488-3671

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)
Parental Rights and Options

State law provides that a parent has 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.cpcisd.net*.**

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. **[**See **Academic Counseling.]**
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office 903-488-3671 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences.]
- Becoming a school volunteer. **[**See **Volunteers and policy GKG** for more information.]
- Participating in campus parent organizations. Parent organizations include: PTO and

booster clubs.
● Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact your child's campus principal.
● Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
● Being aware of the school's ongoing bullying and harassment prevention efforts.
● Contact school officials if you are concerned with your child's emotional or mental well-being.
● Attending board meetings to learn more about district operations. Regular board meetings are held on the second Monday of each month at 6:00pm. At Como-Pickton Conference Center. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at building entrances and online at www.cpcisd.net. [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 and proof of insurance to be eligible for a parking permit. Students must request a parking permit and pay a fee of $10 to park in a school parking lot. So long as 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.
- Sit in parked cars during school hours.
- Park in staff parking lot

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. Failure to follow required attendance and tardy policies may result in denial of parking Privileges.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**.] State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of

silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day. [See policy EC for more information.]

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

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:
- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Prekindergarten or Kindergarten—Grade 3
A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels
In grades 1-9 promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas; a grade of 70 or above in reading and in mathematics; and a grade of 70 or above in either science or social studies. [Refer to policy EIE(LOCAL)].

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

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

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

Students will also have multiple opportunities to retake EOC assessments. **[See Graduation and Standardized Testing.]**

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

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate. Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School
[See Leaving Campus.]

Remote Instruction
Como-Pickton CISD is an in person instructional school district. The district may offer remote instruction in accordance with TEA guidelines when the need necessitates the closing of the physical school.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable if the district transitions to a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)
Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks digitally in the parent portal. At the end of the first three weeks of the grading period, parents will receive a progress report digitally in the parent portal if their child's performance is near or below 70 or is below the expected level of performance.

If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 **Grading Guidelines** and policy EIA(LOCAL) for more information.]

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 teacher and/or principal will communicate whether tutorials are required for a student who receives a grade lower than 70. The district will communicate academic information about a student electronically, including for progress reporting purposes. Parents are entitled to request a hard copy of a progress report and/or report card.

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

Required State Assessments
STAAR (State of Texas Assessments of Academic Readiness)
Grades 3–8
In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level
If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

High School Courses End-of-Course (EOC) Assessments
STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules. There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels) STAAR and EOC assessments are administered electronically

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received. Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year. Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs
Certain students—some with disabilities and some classified as emergent bilingual students—may be eligible for exemptions, accommodations, or deferred testing. STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee. An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation**.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress. For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment
If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Providing supplemental instruction.

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

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

Personal Graduation Plans - Middle or Junior High School Students
For a junior high-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

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

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

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee. [See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

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 offense 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).

Safety (All Grade Levels)

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

● Avoid conduct that is likely to put the student or others at risk.
● Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
● Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
● Follow instructions from teachers and other district employees regarding classroom doors.
● Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by www.cpcisd.net.
● Know emergency evacuation routes and signals.
● Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

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

Preparedness Training: CPR and Stop the Bleed
The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- Homeland Security's Stop the Bleed (https://www.dhs.gov/stopthebleed)
- Stop the Bleed Texas (https://stopthebleedtexas.org/)

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

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

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

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

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

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: website, social media, automated call out/text, radio stations (KSST 1230 AM, STAR 95.9), and local news agencies (FrontPorchNews Hopkins County, Sulphur Springs News Telegram).
[See Parent Contact Information; Automated Emergency Communications.]

SAT, ACT, and Other Standardized Tests
[See **Standardized Testing**.]

Schedule Changes (High School Grade Levels)
Students who would like to request a schedule change must consult with the counselor. Only the principal and counselor may authorize a change in a student's schedule. Schedule changes will only be allowed during the first 2 school days during each semester. High school students must sign a "Schedule Change Form" from the counselor in order to be considered for a schedule change.

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

Jason Blanchard
Director of Maintenance and Facilities
13017 TX HWY 11 E
blanchardj@cpcisd.net
903-488-3671

Food and Nutrition Services (All Grade Levels)
The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

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

Participating students will be offered the same meal options as their peers and will not be

treated differently from their peers.

See your child's campus secretary or apply online at www.cpcisd.net for free or reduced-price meal services or contact the Child Nutrition Director.

Jackie Jackson
Child Nutrition Director
jacksonj@cpcisd.net
903-488-3671
[See policy CO for more information.]

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

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

The following information is published as required by the USDA for participation in the National School Lunch Program: "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, 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 administrators the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339."

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

1. **mail**:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. **fax**: (833) 256-1665 or (202) 690-7442; or

3. **email**:
Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

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

This local agency that administers the program is the district. See Nondiscrimination Statement for the name and contact information for the Title IX coordinator, ADA, Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)
The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the superintendent. [See policy FFA for more information.]

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact the district’s IPM coordinator:

Jason Blanchard
Director of Maintenance and Facilities
13017 TX HWY 11 E
blanchardj@cpcisd.net
903-488-3671

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)
The library is open for independent student use during the following times with a teacher permit:

- Elementary Library Monday-Friday 7:30 am through 3:43 pm
- Secondary Library Monday-Friday 7:30 - 3:43 pm

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 district librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

A parent who wants access to the school's library or any available online catalog should submit a request to the campus principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus principal 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. For more information, see EFB(LOCAL).

Use of Hallways during Class Time (All Grade Levels)
During class times, loitering or standing in the halls is not permitted, and 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.

Use by Students Before and After School (All Grade Levels)
Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

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

- Cafeterias
- Libraries
- Classroom Tutorials

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.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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

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

School-Sponsored Field Trips (All Grade Levels)
The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip.

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** for more information**.**

The district is not responsible for refunding fees paid directly to a third-party vendor

Searches and Investigations
Searches in General (All Grade Levels)
In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]

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

In accordance with the Student Code of Conduct, students are responsible for prohibited

items found in their possession, including items in their personal belongings or in vehicles parked on district property.

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

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

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

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

Personal 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 electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See **Electronic Devices and Technology Resources** in policy FNF(LEGAL) for more information.]

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

Drug Testing (Secondary Grade Levels Only)
The District requires the random drug-testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or requests a permit to park a vehicle on school property. [See **Steroids**.]

Vehicles on Campus (Secondary Grade Levels Only)
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 may turn the matter over to law enforcement.

The district may contact law enforcement even if permission to search is granted.

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

Special Programs (All Grade Levels)
The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact your child's campus principal.

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

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

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

***TSI (Texas Success Initiative*) Assessment**
Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. Students must pass theTSI before enrolling in the corresponding dual credit courses offered through the district. The district will cover the cost of two TSI tests (two English and two Math).

Student Speakers (All Grade Levels)
The district provides students the opportunity to introduce the following school events: all graduation ceremonies, extra-curricular and co-curricular banquets/ceremonies, pep rallies,

select UIL events, select board meetings, select daily announcements. 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 **Graduation** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.**]**

Summer School (All Grade Levels)
Summer school follows the same rules as the regular school year. For more information, contact the campus principal.

Tardies (All Grade Levels)
Repeated instances of tardiness will result in disciplinary action, in accordance with the Student Code of Conduct.

Elementary students that are tardy will check in at the office.

Secondary students that are tardy to 1st period will report to the attendance office to sign-in and receive an admittance slip. Students tardy 2nd - 8 th periods will report to class where the teacher will document.

Technology Resources: Artificial Intelligence
CPCISD Artificial Intelligence (AI) Use Guidelines & Protocol Manual

I. Purpose CPCISD recognizes that Artificial Intelligence (AI) technologies can enhance teaching, learning, creativity, productivity, and operational efficiency. These guidelines establish responsible, ethical, secure, and lawful use of AI systems in accordance with Board Policies CQD(LEGAL) and CQD(LOCAL), state and federal law, and the NIST AI Risk Management Framework (AI RMF 1.0).

These protocols apply to all students, employees, officials, contractors, and users of district technology resources.

II. Guiding Principles AI use in CPCISD shall be:

• Educationally Purposeful – Enhances learning without replacing critical thinking.
• Ethical and Responsible – Promotes academic honesty and digital citizenship.
• Safe and Secure – Protects student and employee data privacy.
• Transparent – Requires disclosure when AI use is required.
• Equitable – Avoids bias and discriminatory impact.

III. Student Guidelines & Protocols Permitted Use:
• AI tools may only be used with teacher permission.
• AI is a support tool and must not replace original thinking.
• Students must produce original work and properly credit AI tools used. Prohibited Use:
• Submitting AI-generated work as original when not permitted.
• Cheating, plagiarism, or misrepresentation of authorship.

• Entering personal or confidential information into AI tools.
• Using AI to harm, bully, harass, deceive, or generate unlawful content.

Violations will be addressed in accordance with the Student Code of Conduct.

IV. Staff Guidelines & Protocols AI may be used to enhance instruction and district efficiency but shall not replace professional judgment. Staff must:

• Review AI-generated content for accuracy, bias, and appropriateness.
• Protect student and employee data privacy.
• Avoid entering personally identifiable information (PII) into public AI tools.
• Ensure compliance with all federal and state law and board policy.

AI may not be used to make high-stakes decisions without appropriate human oversight.

V. Prohibited District Uses CPCISD shall not:
• Use AI systems for social scoring or unjust classification of individuals.
• Develop or deploy AI systems to uniquely identify individuals using biometric data without lawful consent.

VI. Heightened Scrutiny AI Systems For AI systems that autonomously make or control consequential decisions, CPCISD shall:
• Adopt DIR-established minimum risk management standards.
• Conduct required reviews and maintain documentation.
• Provide standardized public notice when required by law.

VII. Training Requirements
• The Superintendent determines the AI training program used by the District.
• The District verifies and reports compliance with training requirements.
• Periodic audits will ensure compliance.
• Access to district systems may be removed for noncompliance.
• The cybersecurity coordinator must complete annual AI training.

VIII. Implementation & Review CPCISD will provide professional development, review AI practices annually, and update guidelines as technology evolves.

The District reserves the right to restrict or prohibit specific AI tools to ensure safety, compliance, and academic integrity. [see policy **CQD(LOCAL)** for more information]

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)
Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

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

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

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

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

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.

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety **Transfers/Assignments, Bullying**, and **A Student Who Has Learning Difficulties or Who Needs 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 school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips.]

Buses and Other School Vehicles
The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

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

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

pickup or drop-off location, contact your child's campus principal.

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

For information or questions regarding your child's transportation contact:

Jeff Matthews
Transportation Director
(903) 488-3671
matthewj@cpcisd.net

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

Vandalism (All Grade Levels)
Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board

may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Lezley Brown, who the district has designated to coordinate the implementation of and compliance with this law.

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

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)
General Visitors
Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

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

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted. [See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

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:

- 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 from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL). [See the **Student Code of Conduct**.]

Visitors Participating in Special Programs for Students
Business, Civic, and Youth Groups
The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day
CPCISD 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)
The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.If you are interested in volunteering, please contact your child's campus secretary 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.

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)
To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated Instruction
Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT (American College Test)
The ACT 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
ACT Aspire is designed as a preparatory and readiness assessment for the ACT. It is typically administered to students in Grade 10.

ARD Committee (Admission, Review, and Dismissal Committee)
The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and the student's parent(s) or guardian(s) are members of the committee.

Attendance Review Committee
The attendance review committee is responsible for reviewing a student's absences when attendance drops below 90 percent, or in some cases 75 percent, of the days a class is offered. Under board-adopted guidelines, the committee determines whether extenuating circumstances existed for the absences and whether the student must complete certain requirements to regain credit or a final grade lost because of excessive absences.

CPS (Child Protective Services)
Child Protective Services.

DAEP (Disciplinary Alternative Education Program)
A disciplinary placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS (Texas Department of Family and Protective Services)
The Texas agency responsible for protecting children, older adults, and people with disabilities from abuse, neglect, and exploitation.

DPS (Texas Department of Public Safety)
The Texas state agency responsible for public safety and law enforcement.

DSHS (Texas Department of State Health Services)
The Texas agency responsible for public health programs and services.

ED (U.S. Department of Education)

The federal agency responsible for overseeing education programs and policies.

Emergent Bilingual Student
A student with limited English proficiency. Related terms include *English learner (EL)*, *English language learner (ELL)*, and *limited English proficient (LEP) student*.

EOC (End-of-Course) Assessments
State-mandated assessments that are part of the STAAR program. Successful performance on required EOC assessments is necessary for graduation. These assessments are administered in English I, English II, Algebra I, Biology, and U.S. History.

ESSA (Every Student Succeeds Act)
The federal Every Student Succeeds Act.

FERPA (Family Educational Rights and Privacy Act)
The federal law that protects the privacy of student education records. FERPA grants specific rights to parents and eligible students regarding access to and disclosure of student records. The law contains certain exceptions, including those related to directory information, unless a parent or eligible student directs the District not to release that information.

IEP (Individualized Education Program)
The written educational plan developed by the ARD committee for a student with a disability who qualifies for special education services.

IGC (Individual Graduation Committee)
A committee established 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 required state assessments.

ISS (In-School Suspension)
A disciplinary consequence for misconduct described in the Student Code of Conduct. Unlike out-of-school suspension or placement in a DAEP, ISS removes a student from the regular classroom while allowing the student to remain at school.

PGP (Personal Graduation Plan)
A personal graduation plan is required for all high school students and for middle school students who fail a section of a state-mandated assessment or who are identified by the District as unlikely to earn a high school diploma before the fifth school year after entering Grade 9.

PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test)
A preparatory assessment for the SAT that also serves as the qualifying test for National Merit Scholarship recognition.

SAT (Scholastic Aptitude Test)
One of the two most frequently used college or university admissions examinations. The SAT may be required for admission to certain colleges or universities.

SHAC (School Health Advisory Council)

A council composed of at least five members, the majority of whom must be parents appointed by the Board of Trustees. The SHAC helps ensure that community values and health priorities are reflected in the District's health education instruction and provides recommendations on student and employee wellness issues.

Section 504
A federal civil rights law that prohibits discrimination against individuals with disabilities. Schools are required to provide eligible students with equal access to educational programs, services, and activities through appropriate accommodations. Students who do not qualify for services under the Individuals with Disabilities Education Act (IDEA) may still qualify for accommodations under Section 504.

STAAR (State of Texas Assessments of Academic Readiness)
Texas' statewide system of standardized academic achievement assessments.

STAAR Alternate 2
An alternative state assessment designed for eligible students with significant cognitive disabilities who receive special education services and meet participation requirements as determined by the student's ARD committee.

STAAR Spanish
An alternative version of the STAAR assessment administered in Spanish for eligible students when it is the most appropriate measure of academic progress.

State-Mandated Assessments
Assessments required by the State of Texas at designated grade levels and in specified subject areas. Except under limited circumstances, students must successfully complete the required STAAR End-of-Course (EOC) assessments to graduate. Students are provided multiple opportunities to meet graduation assessment requirements.

Student Code of Conduct
A document developed with input from the district-level committee and adopted by the Board of Trustees. The Student Code of Conduct identifies circumstances under which a student may be removed from a classroom, campus, or District vehicle; outlines the conditions authorizing or requiring placement in a Disciplinary Alternative Education Program (DAEP); establishes guidelines for suspension and expulsion; and addresses parent notification requirements for student misconduct.

TAC (Texas Administrative Code)
The official compilation of state agency rules in Texas.

TEA (Texas Education Agency)
The state agency responsible for overseeing public primary and secondary education in Texas.

TEC (Texas Education Code)
The body of state laws governing public education in Texas.

TELPAS (Texas English Language Proficiency Assessment System)

The statewide assessment that measures the progress emergent bilingual students make in acquiring English language proficiency. TELPAS is administered to eligible students in kindergarten through Grade 12.

TSI (Texas Success Initiative Assessment)
An assessment used to measure the reading, mathematics, and writing skills necessary for success in entry-level college coursework at Texas public colleges and universities.

UIL (University Interscholastic League)
The statewide voluntary nonprofit organization that governs educational extracurricular academic, athletic, and music competitions for Texas public schools.

Appendix A

Freedom from Bullying Policy

> **Note:** School board policies may be revised at any time. For legal context and the most current version of local policy, visit **www.cpcisd.net**. The following is the text of Como-Pickton CISD Policy **FFI(LOCAL)** as of the date this handbook was finalized for the current school year.

Student Welfare: Freedom from Bullying Policy FFI(LOCAL)
Adopted October 8, 2017

> **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 **Policy FFH**. Policy **FFI** shall be used in conjunction with **FFH** for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see **Policy 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 may occur through physical contact or 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
- 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 disciplinary action
- Unwarranted grade reductions

Unlawful retaliation does **not** include petty slights or minor annoyances.

False Claim

A student who intentionally makes a false claim, provides 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 after knowledge of the alleged act. Failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

Any student who believes he or she has experienced bullying, or who believes another student has experienced bullying, should immediately report the alleged conduct to:

- A teacher
- A school counselor
- A principal
- Another District employee

The Superintendent shall develop procedures that allow students to anonymously report alleged incidents of bullying.

Employee Report

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

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall:

- Notify the parent of the alleged victim on or before the **third business day** after the incident is reported; and
- Notify the parent of the student alleged to have engaged in the conduct within a reasonable period of time.

Prohibited Conduct

The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by **Policy FFH**, including:

- Dating violence
- Harassment
- Discrimination based on:
    - Race
    - Color
    - Religion
    - Sex
    - Gender
    - National origin
    - 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 regarding each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations contained in the report.

If appropriate, the principal or designee shall promptly take interim action designed to prevent bullying during the investigation.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within **ten District business days** of the initial report.

Additional time may be taken when necessary to complete a thorough investigation.

The principal or designee shall prepare a final written report that includes:

- A determination of whether bullying occurred; and
- Whether the victim used reasonable self-defense.

A copy of the report shall be provided to the Superintendent or designee.

Notice to Parents

If bullying is confirmed, the principal or designee shall promptly notify:

- The parent of the victim; and
- The parent of the student who engaged in the bullying.

District Action

Bullying

If the investigation determines that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the **Student Code of Conduct** and may implement corrective action reasonably calculated to address the conduct.

The District may notify law enforcement when appropriate.

Discipline

A student who is the victim of bullying and who uses reasonable self-defense shall not be subject to disciplinary action.

Discipline involving a student with a disability shall comply with applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Corrective action may include, but is not limited to:

- Training for the individuals involved
- Comprehensive educational programs for the school community
- Follow-up inquiries to determine whether additional incidents or retaliation have occurred
- Involving parents and students in efforts to improve school climate
- Increased staff monitoring of areas where bullying has occurred
- Reaffirming the District's policy prohibiting bullying

Transfers

The principal or designee shall refer to **Policy FDB** for applicable transfer provisions.

Counseling

The principal or designee shall notify:

- The victim;
- The student who engaged in the bullying; and
- Student witnesses of available counseling services.

Improper Conduct

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

Confidentiality

To the greatest extent possible, the District shall respect the privacy of:

- The complainant;
- Individuals against whom a report is filed; and
- Witnesses.

Limited disclosure may be necessary to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through **Policy FNG(LOCAL)**, beginning at the appropriate level.

Records Retention

Records shall be retained in accordance with **Policy CPC(LOCAL)**.

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually through employee and student handbooks.

Copies of the policy and procedures shall also be:

- Posted on the District website, to the extent practicable;
- Available at each campus; and
- Available at the District's administrative offices.

Appendix B

Title I, Part A Parent and Family Engagement Policy

Como-Pickton Consolidated Independent School District recognizes that **parent and family engagement** means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities. This includes ensuring that:

- Parents and families play an integral role in assisting their child's learning.
- Parents and families are encouraged to be actively involved in their child's education at school.
- Parents and families are full partners in their child's education and, when appropriate, are included in decision-making and on advisory committees that assist in the education of their child.

Como-Pickton CISD agrees to implement the following requirements in accordance with **ESSA Section 1116**.

A. Annual Title I Meeting

Como-Pickton CISD will hold Annual Title I Meetings for parents each year during **August and September**.

To accommodate family schedules:

- At least one meeting will be held during the morning.
- At least one meeting will be held during the evening.

B. Flexible Number of Meetings

The District will offer a flexible number of parent engagement meetings at convenient times, including morning and evening opportunities, to encourage parent participation.

C. Jointly Developed

The Parent and Family Engagement Policy will be presented to families during the Annual Title I Meetings for review and recommendations.

Input gathered from families will be presented to the **Site-Based Decision-Making (SBDM) Committee** for consideration during the annual review process.

In addition:

- Family members will be invited to serve on district- and campus-level committees.
- The policy will be posted on the District website.
- Ongoing feedback from families will be encouraged throughout the year.

D. Communication

The District will distribute the Parent and Family Engagement Policy to parents upon student enrollment each school year and post the policy on the District website.

Parents will receive information through a variety of communication methods, including:

- Parent meetings
- Workshops
- Social media
- Flyers
- Student-delivered communications
- U.S. Mail
- CPCISD automated phone system
- District website

Information regarding school programs, meetings, and activities will be provided in an understandable and uniform format and, when practical, in a language parents can understand. Alternative formats will also be made available upon request.

E. Process for Ongoing Input

Parents may submit comments or concerns regarding the schoolwide program or the Parent and Family Engagement Policy if they believe it is not satisfactory.

Comments may be directed to:

Superintendent
Lydia Walden
Email: waldenl@cpcisd.net
Phone: (903) 488-8802

F. School-Parent Compact

The District will jointly develop, with parents of participating students, a School-Parent Compact outlining how families, school staff, and students share responsibility for improved academic achievement.

Each year the District will:

- Develop the compact during Annual Title I Meetings.
- Present the draft to the Site-Based Decision-Making Committee.
- Encourage parent participation on district and campus committees.
- Post the compact on the District website.
- Encourage ongoing community feedback.

G. Building Capacity

Como-Pickton CISD will build strong partnerships between families, schools, and the community to improve student achievement.

Parent and Family Engagement opportunities include:

- Annual Title I Meetings
- Information about Title I services
- Parent and Family Engagement Policy
- School-Parent Compact
- Parent feedback
    - State Testing Information
    - State academic standards
    - Student achievement standards
    - Required state assessments
    - Alternate assessments
    - Monitoring student progress
    - Working collaboratively with educators
- Family learning nights
- Annual elementary parent-teacher conferences
- Additional parent-teacher conferences as needed
- Site-Based Decision-Making Committee participation
- English Learner family events
- Dyslexia and Gifted/Talented parent workshops
- Parent training opportunities through federal, state, and local programs
- District resources available on the District website
- Professional development for teachers focused on effective family engagement and communication

H. Accessibility

To encourage meaningful parent involvement, the District will:

- Offer parent meetings at flexible times.
- Share information through the District website and social media.
- Provide timely student progress information.
- Offer meetings for parents of English Learner students.
- Maintain online access to grades and attendance.
- Welcome conferences, phone calls, emails, and personal visits.
- Encourage appointments so staff can provide parents with their full attention.

I. Evaluation

Each year, the District will evaluate the effectiveness of the Parent and Family Engagement Policy.

The evaluation will:

- Identify barriers to participation.
- Focus on the needs of economically disadvantaged families.
- Consider the needs of parents with disabilities.
- Address limited English proficiency.
- Address limited literacy.
- Consider racial and ethnic diversity.

The results will be used to improve parent engagement programs and revise District policies as appropriate.

J. Statewide Initiative

Texas has established a **Parent and Family Engagement Statewide Initiative** through the **Region 16 Education Service Center**.

For more information, visit:

https://www.esc16.net/page/title1swi.home

The Superintendent is responsible for annually reviewing and publishing this policy.

Questions or suggestions may be directed to:

Lydia Walden
Superintendent
Email: waldenl@cpcisd.net
Phone: (903) 488-8802

Additional information regarding volunteering, parent handbooks, school calendars, and committee participation is available on the District website at **www.cpcisd.net**.

Appendix C

School-Parent Compact

Como-Pickton CISD, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

SCHOOL ACCOUNTABILITY PLEDGE – Como-Pickton School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment to ensure all students have an opportunity to meet and exceed the state's standards.
- Provide parents with frequent reports on their children's academic and behavioral progress through progress reports, parent/teacher conferences, samples of student work, and updates on assessments.
- Set high expectations for staff, students and parents by implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff.
- Provide parents opportunities to volunteer and participate in their child's learning.
- Maintain open lines of communication with parents, students, and community.

FAMILY/PARENT ACCOUNTABILITY PLEDGE – We, as parents, will support our student's learning by:

● Encouraging students and supporting their academic efforts by establishing routines, including appropriate bedtime, nutrition, grooming, and hygiene.
● Monitor student attendance and grades through Ascender's Parent Portal, progress reports, and report cards.
● Supervise homework and encourage reading.
● Attend parent/teacher conferences and meetings.
● Supervise use of electronic digital media and personal devices.
● Provide support for the school and for the children to help improve student performance standards.
● Read and sign the student handbook, code of conduct, and bus rules.
● Model appropriate relationships with others.
● Visit classrooms and volunteer, when possible. Parent involvement opportunities include:
    ○ Open House
    Parent/Teacher Conf.
    ○ Parent Nights
    ○ Homeroom Parents
    ○ Class Parties
    ○ Field Trips
    ○ Field Day

- ○ Awards Assemblies
- ○ Booster Clubs
- ○ Graduation Ceremonies
- ○ Band/Music Programs
- ○ Veteran's Day Program
- ○ Book Fairs
- ○ Career Day
- ○ Back to School Bash
- ○ District SBDM Committee

STUDENT ACCOUNTABILITY PLEDGE – We, as students, will share the responsibility to achieve in school and in life.

We will:
- Come to school on time and prepared every day.
- Take pride in school, ourselves, and our work.
- Take responsibility for our learning.
- Treat others with respect and kindness.

Appendix D:

Como-Pickton CISD
112908

TECHNOLOGY RESOURCES CQD
ARTIFICIAL INTELLIGENCE (LOCAL)

Training The Board delegates to the Superintendent the authority to:

- 1. Determine the artificial intelligence (AI) training program to be used in the District;
- 2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
- 3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate. The District shall complete periodic audits to ensure compliance with the AI training requirements.

Use in District

Employees and students shall be permitted to explore AI and implement its use in and out of the classroom in accordance with policy and administrative regulations. The use of AI shall only be as a support tool to enhance student outcomes and shall never take the place of teacher and student decision-making. Any use of AI must comply with law, policy, and administrative regulations relating to student and employee privacy and data security.

A student shall only use AI tools with teacher permission and shall be expected to produce original work and properly credit sources, including AI tools used in creating the work. Students who use AI tools to deceptively harm, bully, or harass others shall be disciplined in accordance with the Student Code of Conduct and policy. [See EIA(LOCAL), FFH, FFI, and the FO series]

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Como-Pickton CISD
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TECHNOLOGY RESOURCES CQD
ARTIFICIAL INTELLIGENCE (LEGAL)

Definitions

"Artificial intelligence system" means a machine-based system that for explicit or implicit objectives infers from provided information a method to generate outputs, such as predictions, content, recommendations, or decisions, to influence a physical or virtual environment with varying levels of autonomy and adaptiveness after deployment.

"Consequential decision" means a decision that has a material legal or similarly significant effect on the provision, denial, or conditions of a person's access to a government service.

"Controlling factor" means a factor that is the principal basis for making a consequential decision; or capable of altering the outcome of a consequential decision.

"Heightened scrutiny artificial intelligence system" means an artificial intelligence system specifically intended to autonomously make, or be a controlling factor in making, a consequential decision. The term does not include an artificial intelligence system intended to:

1. Perform a narrow procedural task;
2. Improve the result of a previously completed human activity;
3. Perform a preparatory task to an assessment relevant to a consequential decision; or
4. Detect decision-making patterns or deviations from previous decision-making patterns.

"Principal basis" means the use of an output produced by a heightened scrutiny artificial intelligence system to make a decision without human review, oversight, involvement, or intervention; or meaningful consideration by a human.

Gov't Code 2054.003

Code of Ethics

The Department of Information Resources (DIR) by rule shall establish an artificial intelligence system code of ethics for use by districts that procure, develop, deploy, or use artificial intelligence systems.

At a minimum, the artificial intelligence system code of ethics must include guidance for the deployment and use of artificial intelligence systems and heightened scrutiny artificial intelligence systems that aligns with the Artificial Intelligence Risk Management Framework (AI RMF 1.0) published by the National Institute of Standards and Technology.

A district shall adopt the code of ethics.

Gov't Code 2054.702

Minimum Standards for Heightened Scrutiny AI Systems

DIR shall develop minimum risk management and governance standards for the development, procurement, deployment, and use of heightened scrutiny artificial intelligence systems by a district.

The minimum standards must be consistent with the Artificial Intelligence Risk Management Framework (AI RMF 1.0) published by the National Institute of Standards and Technology.

A district shall adopt the standards.

Gov't Code 2054.703

Review of Heightened Scrutiny AI

A district shall complete a review of the deployment and use of heightened scrutiny artificial intelligence systems and, on request, provide the review to the DIR in the manner it prescribes. Gov't Code 2054.0965(c)

Standardized Notice

A district deploying or using an artificial intelligence system that is public-facing or that is a controlling factor in a consequential decision shall include a standardized notice on all related applications, websites, and public computer systems.

DIR shall develop a form that districts must use.

Gov't Code 2054.711

Prohibition on Social Scoring

A district may not use or deploy an artificial intelligence system that evaluates or classifies a natural person or group of natural persons based on social behavior or personal characteristics, whether known, inferred, or predicted, with the intent to calculate or assign a social score or similar categorical estimation or valuation of the person or group of persons that results or may result in:

1. Detrimental or unfavorable treatment of a person or group of persons in a social context unrelated to the context in which the behavior or characteristics were observed or noted;

2. Detrimental or unfavorable treatment of a person or group of persons that is unjustified or disproportionate to the nature or gravity of the observed or noted behavior or characteristics; or
3. The infringement of any right guaranteed under the U.S. Constitution, the Texas Constitution, or state or federal law.

Business and Commerce Code 552.053

Prohibition on Capturing Biometric Data

"Biometric data" means data generated by automatic measurements of an individual's biological characteristics. The term includes a fingerprint, voiceprint, eye retina or iris, or other unique biological pattern or characteristic that is used to identify a specific individual. The term does not include a physical or digital photograph or data generated from a physical or digital photograph, a video or audio recording or data generated from a video or audio recording, or information collected, used, or stored for health care treatment, payment, or operations under the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. Section 1320d et seq.).

A district may not develop or deploy an artificial intelligence system for the purpose of uniquely identifying a specific individual using biometric data or the targeted or untargeted gathering of images or other media from the internet or any other publicly available source without the individual's consent, if the gathering would infringe on any right of the individual under the United States Constitution, the Texas Constitution, or state or federal law.

[See FFA for restrictions on the use of student biometric identifiers.]

Business and Commerce Code 552.054

Required Training

At least once each year, each employee and each elected or appointed official of a district shall complete an artificial intelligence training program certified under Government Code 2054.5193.

The board may select the most appropriate artificial intelligence training program certified for employees and officials of the district to complete.

The board shall:

1. Verify and report on the completion of an artificial intelligence training program by employees and officials of the district; and
2. Require periodic audits to ensure compliance.

The board or the board's designee may deny access to the district's computer system or database to an employee or official of the district who the board or designee determines is noncompliant with the training requirements.

Gov't Code 2054.5191

Notwithstanding Government Code 2054.5191 (transferred to Government Code 2063.103 by HB 150, 89th Legislative Session), only the district's cybersecurity coordinator is required to complete the artificial intelligence training on an annual basis. Any other school district employee required to complete the artificial intelligence training shall complete the training as determined by the district, in consultation with the district's cybersecurity coordinator. Education Code 11.175(h-1)

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