

**CADDO MILLS  
INDEPENDENT SCHOOL DISTRICT  
STUDENT HANDBOOK  
2025 - 2026**



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# TABLE OF CONTENTS

Accessibility.....	8
Parental Involvement Policy .....	9
Parent/School Compact.....	10
<b>Section One: Parental Rights.....</b>	<b>11</b>
Consent, Opt-Out, and Refusal Rights .....	11
Consent to Conduct a Psychological Evaluation .....	11
Consent to Human Sexuality Instruction .....	11
Consent to Provide a Mental Health Care Service .....	11
Consent to Display a Student’s Original Works and Personal Information.....	11
Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14	Error! Bookmark
<b>not defined.</b>	
Consent to Video or Audio Record a Student when Not Already Permitted by Law .....	12
Opting Out of Advanced Mathematics in Grades 6-8.....	12
Prohibiting the Use of Corporal Punishment.....	12
Limiting Electronic Communications between Students and District Employees .....	12
Objecting to the Release of Directory Information .....	13
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only).....	13
Participation in Third-Party Surveys .....	14
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction.....	14
Reciting a Portion of the Declaration of Independence in Grades 3–12.....	14
Reciting the Pledges to the U.S. and Texas Flags.....	15
Religious or Moral Beliefs .....	15
Tutoring or Test Preparation.....	15
Right of Access to Student Records, Instructional Materials, and District Records/Policies .....	15
Parent Review of Instructional Materials .....	15
District Review of Instructional Materials.....	16
Notices of Certain Student Misconduct to Noncustodial Parent.....	16
Participation in Federally Required, State-Mandated, and District Assessments .....	16
Student Records .....	16
Teacher and Staff Professional Qualifications .....	19
A Student with Exceptionalities or Special Circumstances.....	19
Children of Military Families .....	19
Parental Role in Certain Classroom and School Assignments .....	20
Student Use of a Service/Assistance Animal.....	20
A Student in the Conservatorship of the State (Foster Care).....	20
A Student Who Is Homeless .....	21
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services .....	22
Texas Driving With Disability Program.....	24
A Student Who Receives Special Education Services with Other School-Aged Children in the Home .....	24
A Student Who Speaks a Primary Language Other than English .....	24
A Student with Physical or Mental Impairments Protected under Section 504 .....	24
<b>Section Two: Other Important Information for Parents and Students.....</b>	<b>26</b>
Absences/Attendance.....	26
Compulsory Attendance .....	26
Compulsory Attendance—Exemptions .....	26
Compulsory Attendance - Failure to Comply .....	27
Attendance For Credit Or Final Grade (All Grade Levels) .....	28
Official Attendance-Taking Time (All Grade Levels).....	29
Documentation After An Absence (All Grade Levels).....	29
Doctor’s Note After An Absence For Illness (All Grade Levels).....	29
Driver License Attendance Verification (Secondary Grade Levels Only).....	29
Accountability Under State And Federal Law (All Grade Levels).....	29

- Armed Services Vocational Aptitude Battery Test (Grades 10–12)..... 30
- Awards and Honors (All Grade Levels)..... 30
  - Elementary And Intermediate ..... 30
  - Middle School - Honor Roll ..... 30
  - High School - Honor Roll..... 30
  - Selection And Crowning Of Homecoming Queen (High School Only) ..... 30
- Bullying (All Grade Levels) ..... 31
- Career and Technical Education (CTE) & Other Work-Based Programs (Secondary Grade Levels Only) ..... 32
- Celebrations (All Grade Levels)..... 33
  - Lunch On The Lawn (Elementary Only) ..... 33
  - Class Parties And Snacks (Elementary Only)..... 34
- Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels) ..... 34
- Duty To Report ..... 34
- Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children ..... 34
  - Description and Warning Signs of Trafficking ..... 35
  - Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children..... 35
  - Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children..... 36
- Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) ..... 36
  - Calculation ..... 36
  - Exclusions ..... 36
  - Weighted Grade System ..... 36
  - Transfer Students ..... 37
  - Valedictorian And Salutatorian ..... 37
  - No Ties ..... 38
- Class Schedules (Secondary Grade Levels Only) ..... 38
- College and University Admissions and Financial Aid (All Grade Levels)..... 38
- College Credit Courses (Secondary Grade Levels Only) ..... 39
- Communications (All Grade Levels) ..... 39
  - Parent Contact Information ..... 39
  - Automated Emergency Communications ..... 39
  - Automated Nonemergency Communications ..... 40
- Complaints and Concerns (All Grade Levels) ..... 40
- Conduct (All Grade Levels)..... 40
  - Applicability of School Rules ..... 40
  - Campus Behavior Coordinator ..... 40
  - Elementary Conduct ..... 41
  - Deliveries ..... 42
  - Disruption of School Operations..... 42
  - Social Events ..... 43
- Counseling ..... 43
  - Academic Counseling ..... 43
  - Personal Counseling (All Grade Levels)..... 44
- Course Credit (Secondary Grade Levels Only)..... 44
- Credit by Examination—If a Student Has Taken the Course/Subject ..... 44
- Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject ..... 44
  - Kindergarten Acceleration ..... 45
  - Students in Grades 1- 5 ..... 45
  - Students in Grades 6 -12 ..... 45
- Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) ..... 45
  - Dating Violence ..... 45
  - Discrimination ..... 46
  - Harassment ..... 46
  - Sexual Harassment and Gender-Based Harassment..... 46
  - Pregnancy or Related Conditions ..... 47
  - Retaliation..... 47

Reporting Procedures .....	47
Investigation of Report .....	47
Discrimination.....	48
Distance Learning (All Grade Levels) .....	48
Texas Virtual School Network (TXVSN) (Secondary Grade Levels) .....	48
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	48
School Materials .....	48
Non-School Materials.....	48
Dress (All Grade Levels) .....	49
Dress Code For CMHS Junior/Senior Prom And Homecoming .....	50
Electronic Devices and Technology Resources (All Grade Levels) .....	50
Safe Use of Technology .....	50
Possession/Use of Personal Telecommunications Devices, Including Cell Phones/Other Electronic Devices .....	51
Instructional Use of Personal Telecommunications and Other Electronic Devices .....	51
Acceptable Use of District Technology Resources .....	51
Unacceptable and Inappropriate Use of Technology Resources .....	51
End-of-Course (EOC) Assessments .....	52
Emergent Bilingual Students (All Grade Levels) .....	52
Extracurricular Activities, Clubs, and Organizations (All Grade Levels).....	52
Standards Of Behavior.....	53
Offices And Elections (All Grade Levels).....	53
Fees (All Grade Levels).....	53
Field Trips/Field Day .....	54
Fundraising (All Grade Levels) .....	54
Gang-Free Zones (All Grade Levels).....	55
Grade-Level Classification (Grades 9–12 Only).....	55
Grading Guidelines (All Grade Levels) .....	55
Grading Guidelines (All Grade Levels).....	55
Elementary And Intermediate.....	55
Middle School .....	56
High School .....	57
Graduation (Secondary Grade Levels Only) .....	58
Requirements for a Diploma .....	58
Testing Requirements for Graduation.....	58
Available Course Options for All Graduation Programs .....	61
Certificates of Coursework Completion .....	61
Students with Disabilities .....	61
Graduation Activities .....	61
Graduation Speakers.....	62
Graduation Expenses .....	62
Scholarships and Grants.....	62
Harassment.....	62
Hazing (All Grade Levels).....	62
Health—Physical and Mental.....	63
Illness (All Grade Levels) .....	63
Immunization (All Grade Levels) .....	63
Lice (All Grade Levels).....	64
Medicine at School (All Grade Levels) .....	64
Asthma and Severe Allergic Reactions .....	65
Steroids (Secondary Grade Levels Only) .....	65
Mental Health Support (All Grade Levels) .....	65
Physical Activity Requirements .....	66
Physical Fitness Assessment (Grades 3–12) .....	66
Physical Health Screenings/Examinations .....	67
Special Health Concerns (All Grade Levels).....	67

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels) .....	68
Health-Related Resources, Policies, and Procedures .....	68
Physical And Mental Health Resources (All Grade Levels) .....	68
Policies and Procedures That Promotes Student Physical And Mental Health (All Grade Levels) .....	68
School Health Advisory Council (SHAC) (All Grade Levels) .....	69
Student Wellness Policy/Wellness Plan (All Grade Levels) .....	69
Homework (All Grade Levels) .....	69
Law Enforcement Agencies (All Grade Levels) .....	70
Questioning Of Students .....	70
Students Taken Into Custody .....	70
Notification of Law Violations .....	70
Leaving Campus (All Grade Levels) .....	70
During Lunch .....	71
At Any Other Time During The School Day .....	71
Lost And Found (All Grade Levels) .....	71
Makeup Work .....	71
Makeup Work Because Of Absence (All Grade Levels) .....	71
DAEP Makeup Work .....	72
In-School Suspension (ISS) & Out-Of-School Suspension (OSS) Makeup Work (All Grade Levels) .....	72
Nondiscrimination Statement (All Grade Levels) .....	72
Parent and Family Engagement (All Grade Levels) .....	73
Working Together .....	73
Parking and Parking Permits (Secondary Grade Levels Only) .....	74
Pledges of Allegiance and a Minute of Silence (All Grade Levels) .....	74
Prayer (All Grade Levels) .....	74
Promotion and Retention .....	75
Elementary, Intermediate, and Middle School Grade Levels .....	75
Repeating Prekindergarten – Grade 8 at Parent Request .....	75
High School Grade Levels .....	75
Repeating A High-School Credit Course .....	75
Release of Students from School .....	75
Remote Instruction .....	75
Report Cards/Progress Reports and Conferences (All Grade Levels) .....	76
Retaliation .....	76
Required State Assessments .....	76
Personal Graduation Plan – Middle School Students .....	77
Safety (All Grade Levels) .....	78
Accident Insurance .....	78
Insurance for Career and Technical Education (CTE) Programs .....	78
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies .....	78
Preparedness Training: CPR and Stop the Bleed .....	78
Emergency Medical Treatment and Information .....	79
Emergency School Closing Information .....	79
SAT, ACT, and Other Standardized Tests .....	79
Schedule Changes (Secondary) .....	79
School Facilities .....	79
Asbestos Management Plan (All Grade Levels) .....	79
Food and Nutrition Services (All Grade Levels) .....	80
“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 .....	80
Pest Management Plan (All Grade Levels) .....	81
Conduct Before and After School (All Grade Levels) .....	82
Library (All Grade Levels) .....	82
Use of Hallways during Class Time (All Grade Levels) .....	82
Use by Students Before and After School (All Grade Levels) .....	82

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only) .....	82
School-Sponsored Field Trips (All Grade Levels) .....	83
Searches and Investigations.....	83
Searches in General (All Grade Levels) .....	83
District Property (All Grade Levels) .....	83
Metal Detectors (All Grade Levels) .....	83
Telecommunications and Other Electronic Devices (All Grade Levels).....	83
Trained Dogs (All Grade Levels) .....	84
Drug Testing (Secondary Grade Levels Only) .....	84
Vehicles on Campus (Secondary Grade Levels Only).....	84
Sexual Harassment .....	84
Special Programs (All Grade Levels).....	84
Secondary Honors And Advanced Course Criteria .....	84
Middle School .....	84
High School .....	85
Standardized Testing .....	85
Students in Foster Care (All Grade Levels) .....	86
Students Who are Homeless (All Grade Levels).....	86
Student Speakers (All Grade Levels).....	86
Summer School (All Grade Levels).....	87
Tardies (All Grade Levels) .....	87
Elementary And Intermediate .....	87
Middle School And High School .....	87
Technology (All Grade Levels).....	87
Student Technology Responsible Use Agreement.....	87
General Policies.....	88
Government Laws.....	88
Google Apps for Education .....	88
Google Apps and Other Third-Party Accounts.....	89
Web Publishing Policy.....	89
Chromebook Policy (Secondary Only) .....	90
Purpose .....	90
Receiving Chromebooks.....	91
Training.....	91
Return.....	91
Taking Care of Your Chromebook .....	91
Using Your Chromebook.....	91
Identifying, Protecting And Storing Your Chromebook .....	93
Storing .....	93
Repairing Or Replacing Your Chromebook .....	93
Accidental Damage And Theft Protection .....	93
Chromebook Technical Support .....	93
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)..	94
Transfers (All Grade Levels).....	94
Transportation (All Grade Levels) .....	94
School-Sponsored Trips.....	94
Buses and Other School Vehicles .....	94
Rules on the Bus .....	95
Vandalism (All Grade Levels) .....	96
Video Cameras (All Grade Levels) .....	96
Visitors to the School (All Grade Levels).....	96
General Visitors .....	96
Unauthorized Persons .....	96
Visitors Participating in Special Programs for Students.....	97
Volunteers (All Grade Levels).....	97

Voter Registration (Secondary Grade Levels Only) .....	97
Withdrawing from School (All Grade Levels) .....	97
<b>Glossary .....</b>	<b>98</b>
<b>Freedom from Bullying Policy .....</b>	<b>101</b>
Student Welfare: Freedom from Bullying .....	101
Examples .....	101
Retaliation .....	101
Examples .....	101
False Claim .....	101
Timely Reporting .....	101
Reporting Procedures .....	101
Student Report .....	101
Employee Report .....	101
Report Format .....	101
Notice of Report .....	101
Prohibited Conduct .....	101
Investigation of Report .....	101
Concluding the Investigation .....	102
Notice to Parents .....	102
District Action .....	102
Bullying .....	102
Discipline .....	102
Corrective Action .....	102
Transfers .....	102
Counseling .....	102
Improper Conduct .....	102
Confidentiality .....	102
Appeal .....	102
Records Retention .....	102
Access to Policy and Procedures .....	102
Student Welfare: Freedom from Bullying .....	103

***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 year successful.

The Caddo Mills ISD Student Handbook is a general reference guide that is divided into two sections:

**Section One: Parental Rights** describes certain parental rights as specified in state or federal law.

**Section Two: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

**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 *Caddo Mills ISD Student Code of Conduct*. To review the Code of Conduct, visit the district’s website at [www.caddomillsisd.org](http://www.caddomillsisd.org). State law requires that it 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 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.

The campus office can provide a hard copy of the Student Code of Conduct or Student Handbook.

**Note:** References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [www.caddomillsisd.org](http://www.caddomillsisd.org)

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:

**Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**

Michelle Colwell, Principal [mcolwell@caddomillsisd.org](mailto:mcolwell@caddomillsisd.org)

**Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.8277**

Leslie Crow, Principal [lcrow@caddomillsisd.org](mailto:lcrow@caddomillsisd.org)

**Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**

Kayla Weir, Principal [kweir@caddomillsisd.org](mailto:kweir@caddomillsisd.org)

**Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**

Kaela Crumpton, Principal [kcrumpton@caddomillsisd.org](mailto:kcrumpton@caddomillsisd.org)

**Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**

*Jason Hervey, Principal [jhervey@caddomillsisd.org](mailto:jhervey@caddomillsisd.org)*

**Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**

*Boe Parr, Principal [bparr@caddomillsisd.org](mailto:bparr@caddomillsisd.org)*

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

[See **Objecting to the Release of Directory Information** on page 13 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 14 for more information.]

#### **ACCESSIBILITY**

If you have difficulty accessing this handbook because of a disability, please contact:

***Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525***

***Kirkpatrick Elementary • 110 Trailstone Dr. • Caddo Mills, TX 75135 • 903.527.8277***

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***Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164***

## **PARENTAL INVOLVEMENT POLICY**

A strong partnership between the school and home is essential if a quality educational program is to be provided to all students. Caddo Mills ISD is dedicated to the philosophy that parent involvement is integral to each student's success.

The district will promote this partnership by providing the following:

- Information about Parent/Family Activity Nights;
- training for volunteers;
- information on the level of achievement in each of the state academic assessments;
- progress reports, including login information for electronic grade book;
- a School-Parent compact that describes parents/students/schools' responsibilities;
- information about scheduling parent-teacher conferences;
- flexible meeting dates and times;
- timely notice if their child has been assigned or taught for four or more weeks by a teacher who is not highly qualified.

Your involvement in this partnership will include:

- Encourage your child to prioritize education and work with your child daily to make the most of the educational opportunities the school provides.
- Ensuring your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with your child's school activities and the academic programs, including special programs, offered in the district.
- Discuss any questions about the options and opportunities available to your child with the school counselor or campus administrator.
- Review the graduation program requirements with your child once your child begins enrolling in courses that earn high school credit.
- Monitor your child's academic progress and contact teachers as needed.
- Attend scheduled conferences and request additional conferences as needed. Please call the school office to schedule a telephone or in-person conference with a teacher, counselor, or campus administrator.
- Becoming a school volunteer.
- Participating in campus parent organizations.
- Serving as a parent representative on the district or campus planning committees, assisting in developing educational goals and plans to improve student achievement.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues.
- Being aware of the district'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.

For more information on district/parent partnerships, please contact your child's campus principal or the superintendent's office.

**PARENT/SCHOOL COMPACT**

The parent-school compact aims to communicate a shared understanding of home and school responsibilities to ensure that every child attains high standards and quality education.

**THE SCHOOLS RESPONSIBILITY**

Caddo Mills ISD will:

- communicate with parents and notify them of school events in a timely, efficient manner
- communicate learning expectations for students at each grade level
- provide an environment that promotes positive communication between the teacher, parent, and student
- provide homework assignments that will reinforce classroom instruction
- provide opportunities for parent conferences and school functions to maximize parent participation

**THE PARENTS RESPONSIBILITY**

As a parent, I will:

- see that my child is on time and attends school regularly
- establish a time for homework and review it regularly
- encourage my child's efforts and be available for questions
- read aloud to my child and let my child see me read
- be an interested listener as my child reads to me
- help my child establish a routine for the school day
- attend parent/teacher conferences
- support the school in its effort to maintain proper discipline
- help my child learn to resolve differences in positive ways
- stay aware of what my child is learning
- respect school staff and the cultural differences of others

**THE STUDENTS RESPONSIBILITY**

As a student, I will:

- attend school regularly
- work hard to do my best in class and schoolwork
- help keep my school safe
- ask for help when I need it
- respect and cooperate with other students and adults

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

## 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 OR PSYCHIATRIC EVALUATION

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

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

#### CONSENT TO HUMAN SEXUALITY INSTRUCTION

##### *ANNUAL NOTIFICATION*

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction. CMISD does not provide human sexuality instruction.

#### 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 provides information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison about students who may need intervention.

The mental health liaison can be reached at:

**Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**

Sharon Tilton, Counselor [stilton@caddomillsisd.org](mailto:stilton@caddomillsisd.org)

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Brianne DeAnda, Counselor [kdeanda@caddomillsisd.org](mailto:kdeanda@caddomillsisd.org)

Megan Thomas, Counselor [mthomas@caddomillsisd.org](mailto:mthomas@caddomillsisd.org)

The mental health liaison can provide further information regarding these procedures and educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations on campus.

[See **Mental Health Support** on page 65.]

#### 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 with 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 VIDEO OR AUDIO RECORD A STUDENT WHEN NOT ALREADY PERMITTED BY LAW**

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

- School safety,
- Classroom instruction or a cocurricular or extracurricular activity,
- Media coverage of the school, or
- Promote student safety as the law provides for students 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 officials.

**OPTING OUT OF ADVANCED MATHEMATICS IN GRADES 6-8**

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the 60<sup>th</sup> percentile or higher on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student’s grade 5 mathematics course work.

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

**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 the 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 their child must return the form included in the forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition 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 it 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 their class to relay information regarding classwork, homework, and tests. Parents are welcome to access such a page.

However, messages sent to an individual student are only allowed through a district-approved platform.

## **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 the 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 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; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent school attended; participation in officially recognized activities and sports; and weight and height if a member of an athletic team. If a parent does not object to using their 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: name, address, and grade level. If a parent does not object to using the student’s information for these purposes, the school **must** release this information when requested by an outside entity or individual.

**Note:** Also see **Authorized Inspection and Use of Student Records** on page 16.

## **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 access 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 with certain rights regarding participation in surveys, collecting and using 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, 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 collecting, disclosing, or using personal information gathered from the child for 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 student's immediate health and safety.

Exceptions are hearing, vision, 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](#), including a [PPRA Complaint Form](#).

## **REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF 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 to provide the following:

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

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

- A parent provides a written statement requesting that their 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** on page 74 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** on page 85 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

#### **RIGHT OF ACCESS TO STUDENT RECORDS, INSTRUCTIONAL MATERIALS, AND DISTRICT RECORDS/POLICIES**

##### **PARENT REVIEW OF INSTRUCTIONAL MATERIALS AND PLAN**

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. CMISD is a district of innovation, and as such, please reference the district's innovative strategy and how it relates to the instructional plan requirement availability. [Insert link here.](#)

**[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see [Library \(All Grade Levels\)](#).]**

#### **DISTRICT REVIEW OF INSTRUCTIONAL MATERIALS**

A parent may request that the district conduct an instructional material review in 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 including:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- Records relating to school library materials the child obtains from a school library **[See [Library \(All Grade Levels\)](#) for more information.]**
- State assessment instruments that have been administered to 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** on page 13, 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) (<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 with 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 meets at least one of the following criteria:

- 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 the 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** on page 13 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 superintendent or designee is custodian of all records for currently enrolled students at the assigned school. The superintendent or designee is the custodian of all records for students who have withdrawn or graduated.

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

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

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

You may contact the custodian of records for currently enrolled students at:

- Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**  
Michelle Colwell, Principal [mcolwell@caddomillsisd.org](mailto:mcolwell@caddomillsisd.org)
- Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.3162**  
Leslie Crow, Principal [lcrow@caddomillsisd.org](mailto:lcrow@caddomillsisd.org)
- Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**  
Kayla Weir, Principal [kweir@caddomillsisd.org](mailto:kweir@caddomillsisd.org)
- Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**  
Kaela Crumpton, Principal [kcrumpton@caddomillsisd.org](mailto:kcrumpton@caddomillsisd.org)
- Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**  
Jason Hervey, Principal [jhervey@caddomillsisd.org](mailto:jhervey@caddomillsisd.org)
- Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**  
Boe Parr, Principal [bparr@caddomillsisd.org](mailto:bparr@caddomillsisd.org)

You may contact the custodian of records for students who have withdrawn or graduated at:

- Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**  
Michelle Colwell, Principal [mcolwell@caddomillsisd.org](mailto:mcolwell@caddomillsisd.org)
- Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.3162**

Leslie Crow, Principal [lcrow@caddomillsisd.org](mailto:lcrow@caddomillsisd.org)  
**Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**  
Kayla Weir, Principal [kweir@caddomillsisd.org](mailto:kweir@caddomillsisd.org)  
**Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**  
Kaela Crumpton, Principal [kcrumpton@caddomillsisd.org](mailto:kcrumpton@caddomillsisd.org)  
**Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**  
Jason Hervey, Principal [jhervey@caddomillsisd.org](mailto:jhervey@caddomillsisd.org)  
**Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**  
Boe Parr, Principal [bparr@caddomillsisd.org](mailto:bparr@caddomillsisd.org)

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** on page 76, **Complaints and Concerns** on page 40, 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 on the district's website at [www.caddomillsisd.org](http://www.caddomillsisd.org)

**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) [shttps://www.dodea.edu/partnership/interstatecompact.cfm](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 virtual or hybrid courses offered by the district or another district or school;
- 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) (<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 student's 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. Before deciding to transfer the child to another campus, the board will consult with the parent of the student.

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

[See **Bullying** on page 31, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to another district campus **or** 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.

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:

*Julie Wiebersch, Director of Secondary Curriculum* [jwiebersch@caddomillsisd.org](mailto:jwiebersch@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

[See **Credit by Examination for Advancement/Acceleration** on page 44, and **Course Credit** on page 44.

### **A STUDENT WHO IS HOMELESS**

Parents are encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may 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 with the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

*Allen, Deputy Superintendent HR/Student Services [kallen@caddomillsisd.org](mailto:kallen@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056*

[See **Credit by Examination for Advancement/Acceleration** on page 44, **Course Credit** on page 44, and **Students who are Homeless** on page 86.]

### **A STUDENT WHO HAS LEARNING DIFFICULTIES OR WHO NEEDS SPECIAL EDUCATION OR SECTION 504 SERVICES**

For students having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavioral support services that are available to all students, including a process based on Response to Intervention (RtI). Implementing RtI has the potential to positively impact districts' ability 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) [https://fw.escapps.net/Display\\_Portal/publications](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) [https://fw.escapps.net/Display\\_Portal/publications](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:

- Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**  
Michelle Colwell, Principal [mcolwell@caddomillsisd.org](mailto:mcolwell@caddomillsisd.org)
- Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.3162**  
Leslie Crow, Principal [lcrow@caddomillsisd.org](mailto:lcrow@caddomillsisd.org)
- Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**  
Kayla Weir, Principal [kweir@caddomillsisd.org](mailto:kweir@caddomillsisd.org)
- Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**  
Kaela Crumpton, Principal [kcrumpton@caddomillsisd.org](mailto:kcrumpton@caddomillsisd.org)
- Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**  
Jason Hervey, Principal [jhervey@caddomillsisd.org](mailto:jhervey@caddomillsisd.org)
- Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**  
Boe Parr, Principal [bparr@caddomillsisd.org](mailto:bparr@caddomillsisd.org)

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:

Jillian Wilkison, Lead Diagnostician [jwilkison@caddomillsisd.org](mailto:jwilkison@caddomillsisd.org)  
2505 First St • Caddo Mills, TX 75135 • 903.527.8115

### **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:

- Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**  
Lori Shaw, Campus Coordinator [shaw@caddomillsisd.org](mailto:shaw@caddomillsisd.org)
- Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.8277**  
Erin Gray, Campus Coordinator [ergray@caddomillsisd.org](mailto:ergray@caddomillsisd.org)
- Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**  
Kyla Gillen, Campus Coordinator [kgillen@caddomillsisd.org](mailto:kgillen@caddomillsisd.org)
- Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**  
Bobbi Allison, Campus Coordinator [ballison@caddomillsisd.org](mailto:ballison@caddomillsisd.org)
- Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**  
Kara Williams, Campus Coordinator [kwilliams@caddomillsisd.org](mailto:kwilliams@caddomillsisd.org)
- Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**  
Jessica Anderton, Campus Coordinator [janderton@caddomillsisd.org](mailto:janderton@caddomillsisd.org)

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 24.]

Visit these websites for information regarding students with disabilities and their families:

[Legal Framework for the Child-Centered Special Education Process](https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en)  
(<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en>)

[Partner Resource Network \(http://prntexas.org/\)](http://prntexas.org/)

[SPEDTEX: Special Education Information Center \(https://www.spedtex.org/\)](https://www.spedtex.org/)

[Texas First Project \(http://www.texasprojectfirst.org/\)](http://www.texasprojectfirst.org/)

[TEA Special Education Parent and Family Resources \(https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources\)](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)

***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.

**TEXAS DRIVING WITH DISABILITY PROGRAM**

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

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

**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 he or she has difficulty performing ordinary classwork 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** on page 52 and **Special Programs** on page 84.]

**A STUDENT WITH PHYSICAL OR MENTAL IMPAIRMENTS PROTECTED UNDER SECTION 504**

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 22 and policy FB for more information.]

## **SECTION TWO: OTHER IMPORTANT INFORMATION FOR PARENTS AND STUDENTS**

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

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

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

### **ABSENCES/ATTENDANCE**

Regular school attendance is essential. Absences from class may seriously disrupt 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.

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

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on 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 as long as the student makes up all work for the following activities and events:

- Religious holy days;
- Required court appearances;
- Appearing at a governmental office to obtain U.S. citizenship;
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Healthcare appointments for the student or a child of the student, including those related to autism services and mental health appointments,
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form;
- Absences for attendance in a released time course in religious instruction
- 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** on page 19.]

The district will allow a total of two excused absences per year for participation in a non CMISD sponsored extra-curricular activity. A letter must be provided to the campus administrator detailing the date and time of the event and signed by the activity coach or sponsor. **Failure to turn in a note on the day the student returns to school will make an absence unexcused.**

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 wi-fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district.

### **SECONDARY GRADE LEVELS**

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed. [See **Driver License Attendance Verification** on page 29.]

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 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 verified 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**

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

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 parents; 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:

*Keri Allen, Deputy Superintendent [kallen@caddomillsisd.org](mailto:kallen@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056*

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 fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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

- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** on page 26 will be considered extenuating circumstances.
- 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 extenuating circumstances by the attendance committee 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 the 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.
- 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 9:45AM.

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 written note must be turned in to the office for our files by the end of the school day that the student returns, stating the reason for the absence. Failure to turn in a note the day the student returns will result in an unexcused absence.

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)**

An official medical note must be submitted to the office upon returning to school.

A student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

***CERTIFICATION OF ABSENCE DUE TO SEVERE ILLNESS OR TREATMENT***

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student’s attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student’s illness and the anticipated period of absence related to the illness or treatment on the district’s form. A parent may access the required form by contacting the appropriate campus.

**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 \(https://www.tdlr.texas.gov/driver/forms/VOE.pdf\)](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

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

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 26 for information on excused absences for obtaining a learner license or driver’s license.

**ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (ALL GRADE LEVELS)**

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

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

Accountability information can be found on the district's website at [www.caddomillsisd.org](http://www.caddomillsisd.org) 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 \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](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.

Contact the principal for information about this opportunity.

### **AWARDS AND HONORS (ALL GRADE LEVELS)**

Students can earn awards of achievement in any academic area and recognition for specific projects and assignments. They have the opportunity to make the "Principal Honor Roll" or the "Superintendent Honor Roll," earn "Perfect Attendance," and earn other academic awards given for their grade level.

#### **ELEMENTARY AND INTERMEDIATE**

Students will be awarded the "Principal Honor Roll" for nine-week report card grades of 80 or above in all subjects (excluding P.E. and Music). They will be awarded the "Superintendent Honor Roll" for nine-week report card grades of 90 or above in all subjects (excluding P.E. and Music). This list may be published in area newspapers and the district or campus webpage. Students will also receive recognition during class and school awards programs.

Since the importance of good behavior and citizenship is stressed in elementary school, students who consistently show excellent behavior are recognized. Students have the opportunity to earn an award and be recognized for exhibiting traits of good character and excellence. This is done in individual and school-wide award programs.

#### **MIDDLE SCHOOL - HONOR ROLL**

Superintendent Honor Roll – To be eligible each nine weeks, a student must have a 94.5 or above as an average of all grades on their nine-week report card.

Principal Honor Roll – To be eligible each nine weeks, a student must have a 90 or above as an average of all grades on their nine-week report card.

#### **HIGH SCHOOL - HONOR ROLL**

Superintendent Honor Roll – No grade on the report card lower than a 95 in any class for the nine-week period

Principal Honor Roll – No grade on the report card lower than a 90 in any class for the nine-week period

\*High School Advanced classes will be weighted

### **SELECTION AND CROWNING OF HOMECOMING QUEEN (HIGH SCHOOL ONLY)**

Two weeks prior to homecoming, the homecoming court will be selected by each individual class (freshman, sophomore, junior, and senior). There will be one representative from the freshman class, one from the sophomore class, one from the junior class, and 3 from the senior class. This will be the homecoming court. The week before homecoming, a vote will be taken from the entire student body to elect a queen from the 3 senior princesses. The senior with the most votes will be named the homecoming queen, and the other two will be the senior princesses in the court. The homecoming queen will be crowned at halftime of the homecoming game. The adult of their choice will escort the homecoming court at the game. The dress code for prom will be in effect for the homecoming court.

## **BULLYING (ALL GRADE LEVELS)**

The district strives to prevent bullying in accordance with its 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 of any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- 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, which includes relevant questions on bullying, to identify and address student concerns.

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

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 reporting 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 by submitting the form below:

HS [Outreach \(google.com\)](#)

MS [Counselor - OUTREACH \(google.com\)](#)

Intermediate School [Anonymous Reporting System](#)

Lee [Bully Report Form \(google.com\)](#)

Kirkpatrick [Anonymous Reporting System](#)

Griffis [Anonymous Reporting System \(google.com\)](#)

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

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 20.]

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** on page 20, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45, **Hazing** on page 62, 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) & OTHER WORK-BASED PROGRAMS (SECONDARY GRADE LEVELS ONLY)**

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

- Accounting & Financial Services
- Agricultural Technology & Mechanical Systems
- Animal Science
- Automotive & Collision Repair
- Bio-Medical Science
- Business Management
- Diagnostic & Therapeutic Services
- Digital Communications
- Drone (Unmanned Vehicle)
- Exercise Science, Wellness & Restoration
- Graphic Design & Interactive Media
- Health Informatics
- Law Enforcement
- Nursing Science
- Plant Science
- Robotics & Automation Technology
- Teaching & Training

Admission to these programs is based on prerequisite, completion, and a four-year graduation plan.

The district offers other work-based programs in the following areas:

- Career Prep

Admission to this program is based on prerequisite, completion, and a four-year graduation plan.

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 ensure that a lack of English language skills is not a barrier to admission or participation in all educational and vocational programs.

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

[See **Nondiscrimination Statement** on page 72 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

### **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.

Due to student food allergies, **all** food brought for snacks, class parties, or birthdays must be store bought and in a sealed container with the ingredients listed. (No home-made snacks.)

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.

### **LUNCH ON THE LAWN (ELEMENTARY ONLY)**

Parents and approved visitors may have lunch with their elementary student(s) on the designated days determined by the campus. Each visitor entering the campus will be required to check in through an

electronic management system and receive a name tag. Visitors are to remain within the outside designated areas only and will not be permitted in the building. If the event is canceled, it will not be rescheduled.

#### **CLASS PARTIES AND SNACKS (ELEMENTARY ONLY)**

All food and drinks must comply with FMNV regulations. The Department of Agriculture allows schools up to six **designated waiver days**. CMISD has chosen Christmas, Valentine's, and Track and Field Day, but may choose to use the additional three days at some point throughout the year.

Due to student food allergies, **all** food brought for snacks, class parties, or birthdays must be store bought and in a sealed container with the ingredients listed. (No home-made snacks.)

Teachers will solicit help from parents to assist with special events and will let everyone know what they need to do to help.

A child's birthday may be observed by sending store bought cookies or cupcakes to the office. The office will deliver the snacks to the classroom after the last lunch is served. This should be arranged with the classroom teacher beforehand.

**\*\* Party invitations may be passed out at school if there is an invitation for all students in the classroom. We do not want a student's feelings hurt due to exclusion.**

[See **Food Allergies** on page 67.]

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

The district has established a plan for addressing child sexual abuse, neglect, trafficking, and other maltreatment of children. The plan is available in the District [Improvement Plan](#). Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. 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). 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 expected for a child's age
- Sexual victimization of other children

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

***NEGLECT***

Possible warning signs of neglect included:

- 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

**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; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

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

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

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

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

To find out what services may be available in your county, see [Family Support Services Program Locator \(https://fss.hhs.texas.gov/Programs\\_Available\\_In\\_Your\\_County/default.asp\)](https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

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

#### **FURTHER RESOURCES ON SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN**

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

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

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

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.

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate class rank using grades available at the time of calculation at the three weeks progress report of the fourth nine weeks. The average of the third nine weeks and the three weeks progress report of the fourth nine weeks shall be used as the semester grade for this purpose. For the purpose of applications to institutions of higher education, the district shall also calculate class rank as required by state law at the end of the school year. The district's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

#### **CALCULATION**

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. Class rank is calculated based on a weighted grade point average. The calculation shall include failing grades.

#### **EARLY GRADUATES**

Early graduates shall not be allowed to displace four-year graduates in determining the top ten percent of the graduating class and shall not be eligible for the honors positions of valedictorian or salutatorian, regardless of GPA.

#### **EXCLUSIONS**

The calculation of class rank shall exclude grades earned in physical education, any course substituted for physical education, summer school, or distance learning courses unless the course is either assigned to the student by the district or offered as a course option along with traditional district courses, any local credit course, or through credit by examination, with or without prior instruction.

#### **WEIGHTED GRADE SYSTEM**

##### ***CATEGORIES***

The District shall categorize and weight eligible courses as advanced and regular in accordance with provisions of this policy and as designated in appropriate district publications.

**ADVANCED**

Eligible Advanced Placement (AP), Pre-AP, dual credit, and other courses locally designated as honors courses shall be categorized and weighted as advanced courses.

**REGULAR**

All other eligible courses shall be categorized and weighted as regular courses.

**STATE APPROVED COURSES WITH MODIFIED CURRICULUM**

Courses in which content modifications have been made to state-mandated curriculum. Any course taken for high school credit, including those taken in middle school, will not be included in GPA calculations. Local credit will not count in GPA calculations.

**WEIGHTED GRADE POINT AVERAGE**

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)

**COLLEGIATE GPA**

Every state credit will be included in the Collegiate GPA

90-100 = 4.0    80-89 = 3.0    70-79 = 2.0    60-69 = 1.0    59 and below = 0

Grade	Advanced Courses	Regular Courses	Modified Curriculum	Grade	Advanced Courses	Regular Courses	Modified Curriculum	Grade	Advanced Courses	Regular Courses	Modified Curriculum
100	6	5	4	83	4.3	3.3	2.3	66	2.6	1.6	0.6
99	5.9	4.9	3.9	82	4.2	3.2	2.2	65	2.5	1.5	0.5
98	5.8	4.8	3.8	81	4.1	3.1	2.1	64	2.4	1.4	0.4
97	5.7	4.7	3.7	80	4	3	2	63	2.3	1.3	0.3
96	5.6	4.6	3.6	79	3.9	2.9	1.9	62	2.2	1.2	0.2
95	5.5	4.5	3.5	78	3.8	2.8	1.8	61	2.1	1.1	0.1
94	5.4	4.4	3.4	77	3.7	2.7	1.7	60	2	1	0
93	5.3	4.3	3.3	76	3.6	2.6	1.6	59	1.9	0.9	0
92	5.2	4.2	3.2	75	3.5	2.5	1.5	58	1.8	0.8	0
91	5.1	4.1	3.1	74	3.4	2.4	1.4	57	1.7	0.7	0
90	5	4	3	73	3.3	2.3	1.3	56	1.6	0.6	0
89	4.9	3.9	2.9	72	3.2	2.2	1.2	55	1.5	0.5	0
88	4.8	3.8	2.8	71	3.1	2.1	1.1	54	1.4	0.4	0
87	4.7	3.7	2.7	70	3	2	1	53	1.3	0.3	0
86	4.6	3.6	2.6	69	2.9	1.9	0.9	52	1.2	0.2	0
85	4.5	3.5	2.5	68	2.8	1.8	0.8	51	1.1	0.1	0
84	4.4	3.4	2.4	67	2.7	1.7	0.7	50	1	0	0

**TRANSFER STUDENTS**

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.

A student who transfers semester grades for courses that would be eligible to receive additional weight under the district-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 the same course is offered to the same class of students in the district.

For the purpose of applications to institutions of higher education, the district shall also calculate class rank as required by state law. The district 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(LOCAL)]

**VALEDICTORIAN AND SALUTATORIAN**

The valedictorian and salutatorian shall be the eligible students with the highest rank, respectively.

To be eligible for this local graduation honor, a student must:

- have been continuously enrolled in the district high school as a full-time student for the four semesters immediately preceding graduation;
- have completed the foundation program with a distinguished level of achievement; and
- be graduating after exactly eight semesters of enrollment in high school.

### **NO TIES**

In order to recognize only one student as valedictorian and one student as salutatorian and to determine the top 10%, the district shall calculate the weighted GPA to a sufficient number of decimal places so that no ties exist among eligible students. If this still results in a tie, the unweighted GPA will be the tie-breaker.

[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. The campus principal may occasionally make exceptions 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** on page 79 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:

- 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.

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2026 term, 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** on page 36 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 58 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 20 for information on assistance in transitioning to higher education for students in foster care.]

### **COLLEGE CREDIT COURSES (SECONDARY GRADE LEVELS ONLY)**

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school. Enrollment in courses taught in conjunction and in partnership with Texas A&M Commerce which may be offered on or off campus.
- Enrollment in courses taught at other colleges or universities.

Enrollment in these programs is based on TSI score.

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. This district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 53 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 32 for information on CTE and other work-based programs.

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

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

The dual credit program for CMISD is in partnership with Texas A&M Commerce. The Dual Credit Handbook can be found at [Dual Credit Handbook](#)

### **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 the child's campus office.

#### **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 78 for information regarding contact with parents during an emergency situation.]

#### **AUTOMATED NONEMERGENCY COMMUNICATIONS**

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 78 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) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's policy manual, available online at [www.caddomillsisd.org](http://www.caddomillsisd.org) and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at [www.caddomillsisd.org](http://www.caddomillsisd.org) at the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing the grievance forms to the appropriate administrator.

In general, the written grievance 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 appeal to the superintendent or superintendent's designee.

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, as described in the district's policy at FNG(LOCAL). CMISD is a district of innovation, and as such, please reference the district's innovative strategy and how it relates to grievances.

#### **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.caddomillsisd.org](http://www.caddomillsisd.org) and the coordinator is listed below:

**Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**  
Michelle Colwell, Principal [mcolwell@caddomillsisd.org](mailto:mcolwell@caddomillsisd.org)

Brittany Cobb, Assistant Principal [bcobb@caddomillsisd.org](mailto:bcobb@caddomillsisd.org)  
**Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.8277**  
 Leslie Crow, Principal [lcrow@caddomillsisd.org](mailto:lcrow@caddomillsisd.org)  
 Crystal Richardson, Assistant Principal [crichardson@caddomillsisd.org](mailto:crichardson@caddomillsisd.org)  
**Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**  
 Kayla Weir, Principal [kweir@caddomillsisd.org](mailto:kweir@caddomillsisd.org)  
 Laurie Kobe, Assistant Principal [lkobe@caddomillsisd.org](mailto:lkobe@caddomillsisd.org)  
**Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**  
 Kaela Crumpton, Principal [kacrumpton@caddomillsisd.org](mailto:kacrumpton@caddomillsisd.org)  
 Aaron Cleveland, Assistant Principal [acleveland@caddomillsisd.org](mailto:acleveland@caddomillsisd.org)  
**Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**  
 Jason Hervey, Principal [jhervey@caddomillsisd.org](mailto:jhervey@caddomillsisd.org)  
 Jeff Van Meter, Assistant Principal [jvanmeter@caddomillsisd.org](mailto:jvanmeter@caddomillsisd.org)  
**Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**  
 Boe Parr, Principal [bparr@caddomillsisd.org](mailto:bparr@caddomillsisd.org)  
 Cody Summers, Associate Principal [csummers@caddomillsisd.org](mailto:csummers@caddomillsisd.org)  
 Jennifer Reynolds, Assistant Principal [jreynolds@caddomillsisd.org](mailto:jreynolds@caddomillsisd.org)  
 Sydni Skinner, Assistant Principal [sskinner@caddomillsisd.org](mailto:sskinner@caddomillsisd.org)

## ELEMENTARY CONDUCT

Students are responsible for conducting themselves properly and in a manner appropriate to their age and level of maturity. To help communicate with our parents and to help students know how they are doing with their social skills, a behavior folder is used to report how your child is doing at school. The behavior folder contains a parent communication report that is sent home every Thursday for you to review, sign, and return to school on Friday.

It is imperative that you work with the teachers by recognizing acceptable behaviors through positive incentives and correcting behaviors that are not acceptable through consequences. The teachers are dedicated to working closely with you to create behavior plans, if necessary, and will do whatever they need to do to ensure your child's success at school.

In elementary school, one of our main objectives is to help your child form appropriate habits through teaching and reinforcing behaviors that are common to successful students. These behaviors can be broken into 4 categories:

**SOCIAL SKILLS** (*structured time*) -These skills help students work with other students in the classroom, primarily during instructional time. They include using appropriate language, volume, and tone, showing respect to other students and adults, and avoiding disruption in the classroom.

**WORK HABITS** -These habits include following directions, using time wisely, and having materials ready when class begins. Quality of work is considered and includes doing neat, legible work, turning in assignments on time, and completing make-up work or revisions on time.

**SELF-RESPONSIBILITY** (*unstructured time*) -Though students are always supervised while at school, there are times when they have less structure than in the classroom. This includes before and after school, hallways, restrooms, cafeteria, and playground/recess time. Common problems in this area could be playing in the restrooms, going somewhere without permission, running in the halls, and not respecting others.

**HOME STUDY HABITS**—We also monitor work done outside of school to prepare children for independence. These behaviors include completing homework and returning books, notes, forms, etc., on time. Students who fail to turn in assignments may be assigned to the Extended Day Program.

In addition to behavior skills taught and reinforced in the classroom, students have additional responsibilities that involve the active participation of their parents.

Students are required to:

- attend all classes, regularly and on time (Late arrivals may be assigned to the extended day program or referred to court for truancy)
- be prepared for each class with appropriate materials and assignments
- show respect towards others at all times

- act in a responsible manner at all times
- dress in clean, appropriate attire (see dress code)
- follow the Student Code of Conduct
- follow all school rules, including safety policies

#### ***INCENTIVES FOR APPROPRIATE BEHAVIOR***

Since teaching appropriate behaviors is a focus of the school, we also provide incentives for students who improve their behaviors or continue to exhibit behaviors that are acceptable. Incentives include:

- positive praise through notes, phone calls, class recognition
- classroom privileges include extra recess, homework passes, etc.
- school-wide recognition/awards

#### ***CORRECTIVE ACTIONS FOR INAPPROPRIATE BEHAVIORS***

If students have difficulty following school rules and exhibiting acceptable behavior, they will be corrected immediately and follow the school discipline plan. Inappropriate behaviors (as shown on the Parent Communication Report/Fox Report) are monitored and addressed if necessary. All inappropriate behaviors are noted, and points are deducted from the 9-week behavior grade.

#### ***DAILY BEHAVIOR CONSEQUENCES***

Inappropriate behavior will be addressed with redirection in the classroom. If the behavior persists, the student will complete a Reflection Sheet, receive a folder signature, and receive a phone call home. If the behavior continues, an office referral will be made.

More severe consequences include loss of privileges for an extended time, extended day, suspension from class or school, implementation of a Behavior Plan, and/or corporal punishment.

A student may be referred to the principal or counselor if patterns of inappropriate behavior begin to develop, as noted by problems in a certain area in the behavior folder. Parents should monitor these patterns as well and are encouraged to consult the teacher, counselor, or principal for assistance in developing a behavior plan to correct these habits. Teachers may also schedule conferences with parents to discuss behaviors that are affecting academic performance whenever they deem it necessary. Students who have serious violations of the Student Code of Conduct do not follow the above steps and are referred directly to the principal. Parents may be requested to attend a conference with the teacher, principal, or counselor.

#### **DELIVERIES**

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

#### **DISRUPTION OF SCHOOL OPERATIONS**

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

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

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

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

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

## **SOCIAL EVENTS**

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

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

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

## **COUNSELING**

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- 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 provide parents with a preview of the program, including all materials and curriculum, during school hours.

## **ACADEMIC COUNSELING**

### ***ELEMENTARY, INTERMEDIATE, AND MIDDLE 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 a distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care and

- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

### **PERSONAL COUNSELING (ALL GRADE LEVELS)**

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. Students who wish to meet with the school counselor should make an appointment or walk in as needed. 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** on page 65, **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 33, and **Dating Violence** on page 45.]

### **COURSE CREDIT (SECONDARY GRADE LEVELS ONLY)**

A student at any grade level enrolled in a high school course will earn credit for a 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 be 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**

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.]

## **KINDERGARTEN ACCELERATION**

(EHDC Local)

Students must be five years old by September 1 of the school year to be enrolled in kindergarten.

A board or its designee shall admit into the public schools of a district free of tuition all persons who are over five and younger than 21 years of age on September 1 of any school year.

In accordance with State Board rules, the board shall approve procedures developed by the superintendent or designee to allow a five-year-old child at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten.

Criteria to be assigned to grade 1 rather than Kindergarten will require the student to show mastery in the following readiness areas: Developmental Reading Assessment (minimum level 4), Math Assessment (minimum score of 80), Kindergarten Inventory, and Writing Skills. A recommendation letter from the previous preschool or learning facility will be required.

### **STUDENTS IN GRADES 1- 5**

A student 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 on the district's website [www.caddomillsisd.org](http://www.caddomillsisd.org) [See policy FFH for more information.]

### **DATING VIOLENCE**

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

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

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to die by 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 the 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) (<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) (<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; or
- Other kinds of aggressive conduct, such as theft or damage to property.

#### **SEXUAL HARASSMENT AND SEX-BASED HARASSMENT**

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

Examples of sexual harassment may include, but 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.

### **PREGNANCY OR RELATED CONDITIONS**

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

For pregnancy-related accommodations, please contact:

*Robin Summers, District Lead Counselor [rsummers@caddomillsisd.org](mailto:rsummers@caddomillsisd.org)  
3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164*

### **RETALIATION**

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

### **REPORTING PROCEDURES**

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 31]

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 that alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

### **INVESTIGATION OF REPORT**

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

The district will respect the students' privacy to the best of its ability. However, limited disclosures may be necessary to conduct a thorough investigation and comply with the 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.

The district investigation's outcome will be notified to all involved parties within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

## **DISCRIMINATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

## **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 district's distance learning opportunities for district students are correspondence courses offered through community colleges or universities. These classes will not be given weighted credit in a student's GPA.

[See **Remote Instruction** on page 75.]

## **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 be 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** on page 52.] 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 the principal.

## **DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (ALL GRADE LEVELS)**

### **SCHOOL MATERIALS**

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

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

### **NON-SCHOOL MATERIALS**

#### ***FROM STUDENTS***

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the school's oversight. 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 the campus office as the location for approved non-school materials that students can view or collect on a voluntary basis. [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 campus principal has designated the campus office as the location for approved non-school materials to be placed for voluntary viewing or collection.

A 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 CODE (ALL GRADE LEVELS)**

The district's dress code is intended to prevent disruption, and minimize safety hazards.

Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Dresses, skirts, and shorts should be middle fingertip length or longer.
- Leggings, spandex, or biking shorts must be worn with tops, dresses, skirts, or shorts that are middle fingertip length or longer.
- Shoes must be worn at all times.
  - House shoes are prohibited.
  - Shoes with wheels are prohibited.
  - Tennis/athletic shoes must be worn for physical education classes.
- Shirt/Dresses/Blouse/Etc.
  - Revealing or extreme necklines or armholes (dress, blouse, and shirt) will not be permitted. This includes sheer tops with low-cut shirts under them.
  - See-through attire is acceptable as long as the layer of clothing underneath is non-revealing.
  - Shirts with sleeves or sides cut out will not be permitted. Shirts must cover the entire shoulder.
  - Clothing that allows undergarments or lingerie to show through, is not permitted.
  - Students may not wear tank tops, bare midriffs, half shirts, halter tops, spaghetti straps, camisoles, slip tops, or other types of lingerie alone or over the top of other shirts.
  - Items, clothing, or jewelry with provocative, offensive, violent, drug, tobacco products, or a combination of these or alcohol-related pictures or slogans will not be permitted.
- Headwear of any type is not to be worn at school.
- Bandanas are prohibited.
- Pants
  - Pants must not sag or give the appearance of sagging. They must be worn at the waist.
  - No leisurewear or pajamas may be worn.
  - If holes and cuts are higher than the middle fingertip length, leggings must be worn.
  - School-issued athletic shorts may not be worn during the school day.
- Eyewear
  - Sunglasses, unless prescribed, will NOT be allowed inside the building.
  - Eye contact choices are restricted to natural human colors.
- Hair
  - Boys must be clean-shaven.
  - Shaving requirements

- All students must be clean-shaven at all times. Beards, mustaches, and facial hair are not permitted.
- Students who are unable to shave due to a documented medical condition must provide a current doctor's note from a licensed medical professional. In such cases, students will be permitted to maintain a 1 guard shave, with facial hair evenly trimmed and covering the entire face.
- The doctor's note must be submitted to the school nurse or administration and updated annually or as required.
- Students with a documented religious reason must discuss accommodations with the administration in advance.
- Failure to comply with the above expectations may result in disciplinary action in accordance with the Student Code of Conduct.
  - Extreme hairstyles or unnatural hair coloring are not permitted.
- Piercings/Tattoos
  - Facial piercings are not permitted. This includes, but is not limited to, the septum, lip, eyebrow, tongue, and cheek. The only exception is a single nose stud.
  - No gauges.
  - Clear spacers are acceptable.
  - ⊖ A tattoo must not be visible from the collar up. Tattoos deemed inappropriate, vulgar, lewd, or obscene must always be covered. If a tattoo is deemed questionable, the administrator will have final discretion.
  - Piercing/Tattoo rules apply at all school events.
- Blankets are not permitted.

NOTE: This dress code provides guidance regarding common situations but cannot cover every style of dress and specific situations that may arise. The district reserves the right to prohibit any clothing or grooming style that the administration determines to cause disruption of, distraction from, or interference with general school operations. In addition to disciplinary consequences, students may have to contact a parent to bring appropriate clothing to school if a student is out of the dress code. Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

In addition, certain courses and extracurricular programs may have additional requirements or guidelines for students participating in those programs.

#### **DRESS CODE FOR CMHS JUNIOR/SENIOR PROM AND HOMECOMING**

- Two-piece, see-through, or cut-out middles can only have a gap of one inch or less.
- Dresses with extremely cut backs, or sides are prohibited. No deep-cut fronts are allowed. Length/slits must be at minimum fingertip length.
- Boys are required to wear proper formal attire.

#### **DRESS CODE FOR AWARDS BANQUETS/ADDITIONAL DANCES**

- No two-piece, see-through, or cut-out middles will be allowed
- Dresses with extreme cutbacks or sides are prohibited.
- No deep-cut fronts are allowed.
- Length must be at minimum fingertip length.

The principal will make the final decision on appropriate attire. If the attire is questionable, the student should submit it to the principal for approval PRIOR TO PURCHASE.

#### **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (ALL GRADE LEVELS)**

##### **SAFE USE OF TECHNOLOGY**

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose.
- Block or filter students' internet access to pictures that are obscene, contain child pornography or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

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

*Pete Rowe, Chief Technology Director [prowe@caddomillsisd.org](mailto:prowe@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056*

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 87.]

### **POSSESSION AND USE OF PERSONAL COMMUNICATIONS DEVICES, INCLUDING CELL PHONES/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 telecommunications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

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

In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. [See **Searches** on page 83 and policy FNF for more information.]

The district is not responsible for any damaged, lost, or stolen electronic device.

### **INSTRUCTIONAL USE OF PERSONAL ELECTRONIC DEVICES**

Students must obtain prior approval to use electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. See [**Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices**] 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. 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/) (<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 breaches 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** on page 58 and **Standardized Testing** on page 85.]

### **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.

The LPAC will use information from various assessments to determine a student’s level of proficiency in English. 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 eventually require to 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** on page 85, 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 English learner and receives special education services because of a qualifying disability, the student’s ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

### **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (ALL GRADE LEVELS)**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

### **PARENTAL CONSENT**

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent for the student clubs. Forms may be retrieved from the appropriate campus.

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** on page 94.]

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 at [UIL Parent Information Manual \(https://www.uil texas.org/athletics/manuals\)](https://www.uil texas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at 512.463.9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

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

The district prioritizes student safety in extracurricular activities. 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.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all CMISD 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.
- The district shall not limit an eligible student's absences related to participation in extracurricular and cocurricular activities.
- 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 (ALL GRADE LEVELS)**

Certain clubs, organizations, and performing groups will hold elections for student officers. The organization handbook has all the guidelines.

#### ***HIGH SCHOOL***

To be eligible for election to a class office, student council representative, student council officer, or any other electable position, the student must pass all coursework and have acceptable discipline. Any placement in DAEP or ISS will result in the loss of officer positions.

#### **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.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require the use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 94.]
- 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 requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

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

### **FIELD TRIPS/FIELD DAY**

Occasionally, classes schedule instructional field trips to enhance lessons or provide enrichment in one of the academic areas. These field trips are part of the curriculum and provide a wonderful opportunity for students to continue their learning with their classmates under the direction of their teachers.

Students must travel in school vehicles provided for field trips with their class. Students will not be permitted to travel by any other means other than school vehicles. Parents attending a field trip must complete and return a background check at least one week before the field trip. They must be approved by central office. Parents may follow the school vehicle in their own vehicles (see Transportation).

Since field trips require students to leave the building, there is a higher level of safety awareness necessary during all trips. For this reason, students who have had difficulties with social skills, such as working with others, following directions, and self-responsibility during unstructured time, may not be approved to participate in field trips.

If a student's participation in a field trip is questioned, the teacher will notify the parents before the trip to discuss the situation. The teacher will then recommend to the principal the stipulations that will allow the student to participate or that the student will not attend. Those unable to attend will follow a regular school day and complete any incomplete or assigned work.

Removal from field day activities may occur under similar circumstances. Students may lose time during field day. Time may be taken in hourly increments, half-day, or all day. If the student is serving a disciplinary placement on the day of field day, field trip, or reward day, including, but not limited to, ISS, OSS, or DAEP, they are not allowed to participate.

Students may not be allowed to attend the end-of-year reward day if their behavior average is below 70. The average will be determined using the fourth-nine-week behavior grade. Students placed in ISS (In-School Suspension) or OSS (Out-of-School Suspension) for three or more days during the fourth nine-week period will not be allowed to attend reward day.

### **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.

### **GRADE-LEVEL CLASSIFICATION (GRADES 9–12 ONLY)**

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

<b>CREDITS EARNED</b>	<b>CLASSIFICATION</b>
6	GRADE 10 (SOPHOMORE)
12	GRADE 11 (JUNIOR)
18	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 ChatGPT0, and unauthorized communication between students during an examination

### **GRADING GUIDELINES (ALL GRADE LEVELS)**

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

### **ELEMENTARY AND INTERMEDIATE**

In elementary school, students are assessed in a variety of ways, including written assignments, group work, oral assessments, and projects that cover a number of subject areas. Each grade level has prescribed objectives known as the Texas Essential Knowledge and Skills (TEKS) that must be mastered at each grade level. Mastery is assessed through the use of standardized tests and teacher-created assessments.

Grades in academic areas will reflect the level at which the TEKS have been mastered and a cumulative assessment of TEKS taught in previous grade levels. The minimum expectation for mastering the skills is 70% of the assignments completed correctly with little or no assistance from a teacher. Students who make less than a 70 on an assignment or test have an opportunity to redo an assignment or test after a reteach is administered for a maximum grade of 70.

The ICU program is intended to reteach assignments to allow students the opportunity to understand the concept, and not receive a failing grade or zero on an assignment or test. Students will only be allowed to redo assignments and tests up to a 70. Students must attend a reteach with the teacher before being placed on ICU. A maximum grade of 70 can be earned for the redo. Students who have missing assignments will have a one-day reminder to turn in or complete the assignment. If the student does not meet this timeline, then the student will be added to the ICU list. **The maximum grade for all late work will be a 70.** All assignments on

ICU must be completed within 2 school days of being placed on the ICU list. After those 2 days, the assignment, in whatever state of completion, will be turned in and graded as is.

When an absence occurs, a student is allowed to do any make-up work necessary for classes missed. Students have the same number of days to turn in make-up work as missed.

Teachers are required to enter at least two grades each week and at least one test grade per progress reporting period, for a total of at least 3 test grades, with the exception of Science and Social Studies in grades 2-4 and Reading and Language Arts in grades 3-4. There will be a minimum of 12 daily grades and 3 test grades for Science and a minimum of 12 daily grades and 3 test grades in Social Studies for grades 2-4. Reading and Language Arts in grades 3-4 will have a minimum of 18 daily grades for the nine weeks and three test grades. In grades 2-3, current DRA levels will be recorded as a test grade for a minimum of 4 test grades each nine weeks.

Students in grades K-2 will be required to meet expectations and reach reading levels for promotion to the next grade level. End-of-year expectations for reading levels are:

Kindergarten - Level 4

First Grade - Level 16

Second Grade - Level 30

Students will receive report grades at the end of each nine-week grading period. The following grading practices will be used to determine the grades:

**KINDERGARTEN AND 1<sup>ST</sup>**—In addition to the reading level requirements, students will be required to meet subject-specific expectations outlined on the report card.

#### **2<sup>ND</sup> THROUGH 6<sup>TH</sup> GRADE ALL SUBJECTS**

60% of the grade will be based on daily work

40% of the grade will be based on tests/projects

Students are also graded on conduct following the same criteria, though all behavioral objectives are not delineated by the Texas Education Agency. Conduct grades may indirectly affect academic grades and student success. An example would be when a student does not complete enough of an assignment in class to assess the TEKS that have been taught. When this happens, the teacher may not be able to accurately assess mastery of the TEKS because of the lack of effort from the student.

#### **MIDDLE SCHOOL**

A district may not grant social promotions. Student promotion and retention will be based on attendance, course average, state testing and teacher recommendation. Students who have not maintained a grade average for a school year equivalent to at least a 70 may not be advanced from one grade to the next or given credit for the course. A student may not fail two or more core courses in order to achieve promotion to the next grade level. Students will be promoted from one grade to the next when they attain an overall average of 70 or above for the year in required academic core classes. Language Arts may include English and Reading. Students will be allowed to make up deficiencies during summer school only in those courses that may be taken during the summer, as determined by a placement committee made up of the teachers at their grade level, counselor, and administrators.

The following system has been established to report student evaluations for Caddo Mills Middle School. In Grades 7-8, the exact numerical grade average is used.

- Late work is accepted based on knockout program procedures for a maximum grade of 70.
- CMMS allows students to redo a failed assignments/test for a 70 if the student attends a reteach (excludes benchmarks and final/semester exams)

89.5 – 100 = A

69.5 – 79.4 = C

79.5 – 89.4 = B

69.4 or below is failing F

In determining nine-week grades, daily work will be averaged with test grades to determine the nine-week average. Campus grading in all courses will be counted as 40% formative assessment (daily) and 60% summative assessment (tests). Tests may be given to assess mastery of completed units. Tests may be weighted to indicate their significance. Teachers must have a minimum of two grades per week (one can be a test) and a minimum of three tests per nine weeks. One test for every progress report.

- Credit for a course will be given based on an overall average of 70 or higher between the two semesters. If a student passes one semester and fails one semester, the student will receive credit for the course, if the average of the two is 70 or greater.
- When an absence occurs, a student is allowed to do any make-up work necessary for classes missed. Students have the same number of days to turn in make-up work as missed.
- The district shall not impose a grade penalty for makeup work after an absence because of suspension.
- If a student fails an assignment, they can redo it for a maximum of 70 after they attend a reteach with the teacher.

## **HIGH SCHOOL**

- Two grades per week (one may be a test grade)
- Three test grades per nine-week grading period
  - One test grade per progress report
- 40% daily and 60% tests for on-level courses
- 30% daily and 70% tests for Pre-AP/AP courses
- Dual credit courses are weighted according to the University Guidelines
  - Parents will not have regular access to grades of dual credit students due to University Guidelines that abide by state confidentiality laws.
- Assignments are expected to be submitted by the assigned deadline.
- Late submissions will not be eligible for full credit.
- If an assignment is submitted 1 to 3 school days late, the highest possible grade a student can earn is a 70.
- If an assignment is submitted 4 or more school days late, it will not be accepted and will receive a grade of 0.
- Students may be permitted to resubmit a late assignment only if:
  - They arrange with the teacher to attend a reteach session during tutorials.
  - The assignment is still within the 9-week grading period it was originally due.
- For approved resubmissions, the maximum grade that can be earned is a 70.
- In determining semester grades, each nine-week average will count for 45% of the grade, and the semester exam will count for 10% of the grade.
- Credit for a course will be given based on an overall average of 70 or higher between the two semesters. If a student passes one semester and fails one semester, the student will receive credit for the course if the average of the two is 70 or greater.
- When an absence occurs, a student is allowed to do any make-up work necessary for classes missed. Students have the same number of days to turn in make-up work as missed.
- The district shall not impose a grade penalty for makeup work after an absence because of suspension.
- If a student fails an assignment, they can redo it for a maximum of 70 after they attend a reteach with the teacher.

## **KNOCKOUT PROGRAM**

The Knockout program allows students the opportunity to complete and turn in missing assignments from the previous week of instruction.

## **MIDDLE SCHOOL**

If a student is missing an assignment from the previous week, they will be able to work on the missing assignment(s) on Monday – Friday during their lunch period. Any assignment that has not been turned in at the end of the week will result in a zero.

[See **Report Cards/Progress Reports and Conferences** on page 76 for additional information on grading guidelines.]

## **GRADUATION (SECONDARY GRADE LEVELS ONLY)**

### **REQUIREMENTS FOR A DIPLOMA**

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

- 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
- 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 to participate 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** on page 85.]

### ***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, as described on page 60.

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

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

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

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

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

**CREDITS REQUIRED**

The foundation graduation program requires completion of the following credits:

COURSE AREA	NUMBER OF CREDITS: FOUNDATION GRADUATION PROGRAM	NUMBER OF CREDITS: FOUNDATION GRADUATION PROGRAM WITH AN ENDORSEMENT
ENGLISH/LANGUAGE ARTS	4	4
MATHEMATICS	3	4
SCIENCE	3	4
SOCIAL STUDIES, INCLUDING ECONOMICS	3	3
PHYSICAL EDUCATION	1	1
LANGUAGES OTHER THAN ENGLISH	2	2
FINE ARTS	1	1
SPEECH	½	½
FINANCE	½	½
TECHNOLOGY	1	1
ELECTIVES	3	5
<b>TOTAL</b>	<b>22 CREDITS</b>	<b>26 CREDITS</b>

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 federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Resources for FASFA or TASFA include:

- FASFA/TASFA Student/Parent Night in October
- Senior Class FASFA/TASFA Meetings during English in the fall
- FASFA/TASFA check during senior individual meetings.

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)
- 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 \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

#### **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 their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level of achievement or 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 distinguished level of achievement or 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.

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.

#### **GRADUATION ACTIVITIES**

Graduation activities will include:

- Senior Awards Program
- Senior Activity Day
- Senior Walk
- Commencement

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:

- Fab Fox
- UIL State Qualifiers
- Beta National Qualifiers
- Military
- Top 10% of Graduates

### **GRADUATION SPEAKERS**

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

To have a speaking role, a student must meet local eligibility criteria, which may include requirements related to student conduct. The principal will notify students eligible for speaking roles and give them an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page 86 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** on page 53.]

### **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.

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

### **HARASSMENT**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

### **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 a law enforcement official.

[See **Bullying** on page 31 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.

### **ILLNESS (ALL GRADE LEVELS)**

When your child is ill, please let us know by contacting the school that 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 using fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without using 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 parents have about whether 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) (<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.

As noted at **Bacterial Meningitis** on page 67, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements.

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

### **LICE (ALL GRADE LEVELS)**

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

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.state.tx.us/schoolhealth/lice.shtm) <https://www.dshs.state.tx.us/schoolhealth/lice.shtm> 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.
- Non-prescription medication in the original, properly labeled container, provided by the parent, along with a written request. **A doctor's order is required for all non-prescription and prescription medication.**  
**Note:** Insect repellent is considered a nonprescription medication.

- Herbal or dietary supplements may be provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities. A doctor's written order is required for the **administration of any herbal or dietary supplements**.

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 healthcare provider. The student must also demonstrate to his or her healthcare provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

See also **Food Allergies** on page 67.

#### **STEROIDS (SECONDARY GRADE LEVELS ONLY)**

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

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

#### **MENTAL HEALTH SUPPORT (ALL GRADE LEVELS)**

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

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

The district utilizes Core Essentials Program for social/emotional learning. The Trauma Informed Care is training through Texas Project Restore.

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 11 and **Consent to Provide a Mental Health Care Service** on page 11 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 43 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 68 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 68 for board-adopted policies and administrative procedures that promote student health.

## **PHYSICAL ACTIVITY REQUIREMENTS**

### ***ELEMENTARY AND INTERMEDIATE SCHOOL***

The district will ensure that students in full-day prekindergarten–grade 6 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.

Please see the principal for additional information on the district's elementary school student physical activity programs and requirements.

### ***MIDDLE SCHOOL***

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

Please see the principal for additional information on the district's middle school student physical activity programs and requirements.

### ***TEMPORARY RESTRICTION FROM PARTICIPATION IN PHYSICAL EDUCATION***

Students temporarily restricted from participating in physical education will not actively participate in skill demonstrations 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:

**Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**

*Michelle Colwell, Principal [mcolwell@caddomillsisd.org](mailto:mcolwell@caddomillsisd.org)*

**Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.3162**

*Leslie Crow, Principal [lcrow@caddomillsisd.org](mailto:lcrow@caddomillsisd.org)*

**Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**

*Kayla Weir, Principal [kweir@caddomillsisd.org](mailto:kweir@caddomillsisd.org)*

**Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**

*Kaela Crumpton, Principal [kcrumpton@caddomillsisd.org](mailto:kcrumpton@caddomillsisd.org)*

**Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**

*Jason Hervey, Principal [jhervey@caddomillsisd.org](mailto:jhervey@caddomillsisd.org)*

**Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**

*Boe Parr, Principal [bparr@caddomillsisd.org](mailto:bparr@caddomillsisd.org)*

## **PHYSICAL HEALTH SCREENINGS/EXAMINATIONS**

### ***ATHLETICS PARTICIPATION (SECONDARY GRADE LEVELS ONLY)***

A student must submit certification from an authorized health-care provider for certain extracurricular activities. 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.

The district requires annual physicals. This examination is required to be submitted annually to the district.

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/sudden-cardiac-death) (<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.caddomillsisd.org](http://www.caddomillsisd.org) 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** on page 63.]

### ***DIABETES***

In accordance with a student's individual health plan for the management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or 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](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/) website (<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [www.caddomillsisd.org](http://www.caddomillsisd.org)

[See **Celebrations** on page 33 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. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 24 and contact the school nurse for more information.]

### **TOBACCO, E-CIGARETTES, AND NICOTINE PRODUCTS PROHIBITED (ALL GRADE LEVELS)**

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. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**]

Students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

**Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**

Sharon Tilton, Counselor [stilton@caddomillsisd.org](mailto:stilton@caddomillsisd.org)

**Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**

Heather Priest, Counselor [hpriest@caddomillsisd.org](mailto:hpriest@caddomillsisd.org)

**Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.3162**

Jamie Wygal, Counselor [jwygal@caddomillsisd.org](mailto:jwygal@caddomillsisd.org)

**Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**

Marlo Scott, Counselor [mscott@caddomillsisd.org](mailto:mscott@caddomillsisd.org)

**Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**

Karla Amos, Counselor [kamos@caddomillsisd.org](mailto:kamos@caddomillsisd.org)

**Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**

Robin Summers, Counselor & CTE/CCMR Coordinator [rsommers@caddomillsisd.org](mailto:rsommers@caddomillsisd.org)

Brianne DeAnda, Counselor [kdeanda@caddomillsisd.org](mailto:kdeanda@caddomillsisd.org)

Megan Thomas, Counselor [mthomas@caddomillsisd.org](mailto:mthomas@caddomillsisd.org)

## **POLICIES AND PROCEDURES THAT PROMOTES 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.caddomillsisd.org](http://www.caddomillsisd.org)

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan. Please contact:

*Kendra Mosher, Director of Elementary Curriculum* [kmosher@caddomillsisd.org](mailto:kmosher@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

## **SCHOOL HEALTH ADVISORY COUNCIL (SHAC) (ALL GRADE LEVELS)**

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district's SHAC is available from the district website, [SHAC](#)

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 [SHAC Meeting Minutes](#)

[See **Consent to Human Sexuality Instruction** on page 11 and policies BDF and EHAA. for more information.]

## **STUDENT WELLNESS POLICY/WELLNESS PLAN (ALL GRADE LEVELS)**

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, located at [CMISD Wellness Policy](#) or contact:

*Shannon Milton, District Nurse* [smilton@caddomillsisd.org](mailto:smilton@caddomillsisd.org)  
3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164

## **HOMEWORK (ALL GRADE LEVELS)**

Students will be given homework assignments appropriate for their grade and age level. These assignments will enhance the student's academic success. Parents are encouraged to review assignments. Homework is to be returned to the teacher at the assigned time. Homework is designed to teach self-responsibility and to help students learn to take school and learning seriously. Parents can help them by setting routines for completing homework and methods for getting it ready to return to school each day.

## **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 that requires 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. If possible, appointments should be scheduled outside of school hours. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent before any student leaves campus for any part of the school day.

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

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

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

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

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

#### **DURING LUNCH**

No student shall be permitted to leave campus during lunch except as approved by the principal, on a case-by-case basis in response to a parent's written request. Students who leave campus during lunch or at any other time without administrative approval shall be subject to disciplinary action in accordance with the Student Code of Conduct.

#### **AT ANY OTHER TIME DURING THE SCHOOL DAY**

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

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

#### **LOST AND FOUND (ALL GRADE LEVELS)**

A lost and found collection box is located in the campus office. 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 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** on page 28.]

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, INTERMEDIATE AND MIDDLE SCHOOL GRADE LEVELS***

While a student is in DAEP, the district will provide the student with all course work for classes that the student misses as a result of the suspension.

### ***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) & 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 and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the US Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at [Caddo Mills ISD](#).

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 sex-based harassment:

*Keri Allen, Deputy Superintendent [kallen@caddomillsisd.org](mailto:kallen@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056*

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 in the FFH series of policies.

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:

*Kendra Mosher, Director of Elementary Curriculum* [kmosher@caddomillsisd.org](mailto:kmosher@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

- For all other concerns regarding discrimination, see the superintendent:

*Luke Allison, Superintendent* [lallison@caddomillsisd.org](mailto:lallison@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

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

## **PARENT AND FAMILY ENGAGEMENT (ALL GRADE LEVELS)**

### **PARENTAL RIGHT 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.caddomillsisd.org](http://www.caddomillsisd.org)

### **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** on page 43.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at for an appointment.

**Griffis Elementary 903.527.3525**  
**Lee Elementary 903.527.3162**  
**Caddo Mills Middle School 903.527.3161**

**Kirkpatrick Elementary 903.527.8277**  
**Caddo Mills Intermediate School 903.527.8127**  
**Caddo Mills High School 903.527.3164**

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** on page 76.]

- Becoming a school volunteer. [See **Volunteers** on page 97 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include:

- Lee PTO
  - Kirkpatrick PTO
  - Griffis PTO
  - Watch Dogs (Elementary Campuses)
  - Intermediate PTO
  - Middle School PTO
- 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:

*Kendra Mosher, Director of Elementary Curriculum [kmosher@caddomillsisd.org](mailto:kmosher@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056*

- 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)** on page 68 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 third Monday of each month at 6:00PM at the Administration Building at 100 Fox Lane. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at 100 Fox Lane. 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 \$20 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

Students who violate these rules may be subject to disciplinary action, and the district may tow cars parked in violation of these rules.

**PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (ALL GRADE LEVELS)**

Each school day, students will recite the Pledge of Allegiance to the 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** on page 15.]

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

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

[See policy EC for more information.]

**PRAYER (ALL GRADE LEVELS)**

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

## **PROMOTION AND RETENTION**

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

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

## **ELEMENTARY, INTERMEDIATE, AND MIDDLE SCHOOL GRADE LEVELS**

Students in kindergarten shall be expected to reach an end-of-year reading level of 4. Retention shall be recommended if this level is not achieved.

Students in grades 1–2 shall also be required to achieve mastery of the district’s reading level expectations for promotion to the next grade level. The end-of-year mastery levels shall be as follows:

- A level 16 for students in grade 1; and
- A level 30 for students in grade 2

In grades 2–4 student promotion and retention will be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in two of the following areas: reading, language arts, and mathematics.

In grades 5–8 student promotion and retention will be based on attendance, course average, state testing and teacher recommendation. Students who have not maintained a grade average for a school year equivalent to at least a 70 may not be advanced from one grade to the next or given credit for the course. A student may not fail two or more core courses in order to achieve promotion to the next grade level. Students will be promoted from one grade to the next when they attain an overall average of 70 or above for the year in required academic core classes. Language Arts may include English and Reading. Students will be allowed to make up deficiencies during summer school only in those courses that may be taken during the summer, as determined by a placement committee made up of the teachers at their grade level, counselor, and administrators.

## **REPEATING PREKINDERGARTEN – GRADE 8 AT PARENT REQUEST**

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** on page 55.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 58 and **Standardized Testing** on page 85.]

## **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** on page 70.]

## **REMOTE INSTRUCTION**

The district does not offer remote learning per TEA guidelines.

## **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 9 weeks.

At the end of the [first three weeks of a grading period], parents will receive a progress report if their child's performance [in any course/subject area 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** on page 73 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal 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** on page 55 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 report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

## **RETALIATION**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

## **REQUIRED STATE ASSESSMENTS**

### ***STAAR (STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS) FOR 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 during which a student may take an EOC assessment: 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 grade 3-8 STAAR 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 must be submitted no later than September 15 of each school year.

Requests for paper format for a spring administration of a STAAR must be submitted no later than December 1 of 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 criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 58.] 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 next school year through one of the following:

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

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

The district may provide transportation for supplemental instruction.

When a student fails to perform satisfactorily on a required 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 PLAN – MIDDLE SCHOOL STUDENTS***

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

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

- Identify the student's educational goals.

- Address the parent’s educational expectations for the student.
- Outline an intensive instruction program for the student.

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

For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

**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.
- 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 conducts preparedness drills on emergency procedures. When the command is given or the alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

**PREPAREDNESS TRAINING: CPR AND STOP THE BLEED**

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

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

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

### **EMERGENCY MEDICAL TREATMENT AND INFORMATION**

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

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- 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 district will use the emergency care authorization form 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 if the district needs to notify parents of early dismissal, delayed opening, or restricted access to 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:

- Thrillshare
- Facebook
- Remind
- Local News Channels

[See **Automated Emergency Communications** on page 39.]

### **SAT, ACT, AND OTHER STANDARDIZED TESTS**

[See **Standardized Testing** on page 85.]

### **SCHEDULE CHANGES (SECONDARY)**

See campus counselor

### **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:

*Travis Summers, Facilities Director* [tsummers@caddomillsisd.org](mailto:tsummers@caddomillsisd.org)  
 100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

## 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.

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

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

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. To apply for free or reduced-price meal services, contact:

*Rosalyn Kelly, Child Nutrition Director* [rkelly@caddomillsisd.org](mailto:rkelly@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

Parents should continually monitor their child's meal account balance. The district will notify the parent when a student's meal account is depleted. **Money added through the [schoolcafe.com/CADDOMILLSISD](http://schoolcafe.com/CADDOMILLSISD) website will not be reflected on the student's account until the next day.**

We strongly discourage meal charges, but we understand that an occasional emergency makes it necessary. Parents/guardians are encouraged to utilize our online system([schoolcafe.com/CADDOMILLSISD](http://schoolcafe.com/CADDOMILLSISD)) to monitor student balances as well as deposit money in the student account using a checking account and/or credit card. The following policies will apply regarding meal charges.

Students with a negative balance may not charge a la carte items. Students with a negative balance will be allowed to purchase items with cash in hand.

Any negative balance on the student(s) cafeteria account is the responsibility of the parent/guardian. The grace period for the charge policy is the school year. If a student's meal account has a negative balance, parents/guardians will receive notifications by charge notices, mail and email. If a full payment or payment arrangements are not made in a reasonable time and the balance is greater than \$10.00, the campus principal or a campus representative will be notified in order to attempt collection of the negative balance.

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 orientation, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at 202.720.2600 (voice and TTY) or contact USDA through the Federal Relay Service at 800.877.8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/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](mailto:Program.Intake@usda.gov)

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the Texas Department of Agriculture (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at 800.TELL.TDA 835.5832 or 800.735.2989 (TTY).

The district is the local agency responsible for administering the program. For other concerns regarding discrimination, see **Nondiscrimination Statement** on page 69 for the names and contact information of the Title IX coordinator, ADA/Section 504 coordinator, and superintendent.

Breakfast and lunch are served in the cafeteria every school day. Parents will receive instructions on how to access the online lunch portal. Students can pay weeks in advance to avoid bringing money each day.

#### **ELEMENTARY & INTERMEDIATE**

Breakfast - Price 1.55/Student 2.85/Adult

Time 7:15 – 7:45

Lunch - Price 3.25/Student 4.45/Adult

See child’s homeroom schedule

#### **MIDDLE SCHOOL**

Breakfast - Price 1.80/Student 2.85/Adult

Time 7:45 – 8:15

Lunch - Price 3.45/Student 4.45/Adult

See student’s schedule for time

#### **HIGH SCHOOL**

Breakfast - Price 1.80/Student 2.85/Adult

Time 7:45 – 8:15

Lunch - Price 3.65/Student 4.45/Adult

See student’s schedule for time

Students may also bring their own lunches from home. They are not to bring glass containers. Their lunch boxes should have their names on them to help identify them if they are misplaced. **According to state nutrition guidelines, no outside food may be passed out in the cafeteria to the entire class or groups of students.**

If you have any questions, contact:

*Rosalyn Kelly, Child Nutrition Director [rkelly@caddomillsisd.org](mailto:rkelly@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056*

#### **VENDING MACHINES (ALL GRADE LEVELS)**

The district has adopted and implemented 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 food service director. [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:

*Travis Summers, Facilities Director [tsummers@caddomillsisd.org](mailto:tsummers@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056*

### **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 – see the homeroom teacher for the schedule
- Intermediate School – see grade level schedule
- Middle School – 20 minutes before and after school
- High School – 20 minutes before and after school

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision-makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their students. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus administrator.

A parent who wants to access the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

### **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 campus cafeterias are open to students 30 minutes prior to the campus start time.

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 NONCURRICULUM-RELATED GROUPS (SECONDARY GRADE LEVELS ONLY)**

Student-organized, student-led, noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

## **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. 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 and investigations.

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** on page 50 and policy FNF(LEGAL) for more information.]

### **TRAINED DOGS (ALL GRADE LEVELS)**

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

### **DRUG TESTING (SECONDARY GRADE LEVELS ONLY)**

The district requires the random drug-testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or request a permit to park a vehicle on school property.

[For further information, see policy FNF(LOCAL) also see **Steroids** on page 65.]

### **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** on page 45.]

### **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:

**Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**

*Michelle Colwell, Principal [mcolwell@caddomillsisd.org](mailto:mcolwell@caddomillsisd.org)*

**Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.8277**

*Leslie Crow, Principal [lcrow@caddomillsisd.org](mailto:lcrow@caddomillsisd.org)*

**Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**

*Kayla Weir, Principal [kweir@caddomillsisd.org](mailto:kweir@caddomillsisd.org)*

**Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**

*Kaela Crumpton, Principal [kcrumpton@caddomillsisd.org](mailto:kcrumpton@caddomillsisd.org)*

**Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**

*Jason Hervey, Principal [jhervey@caddomillsisd.org](mailto:jhervey@caddomillsisd.org)*

**Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**

*Boe Parr, Principal [bparr@caddomillsisd.org](mailto:bparr@caddomillsisd.org)*

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html)

(<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

### **SECONDARY HONORS AND ADVANCED COURSE CRITERIA**

Advanced courses are offered to any student 7<sup>th</sup> - 12<sup>th</sup> grade that meets the requirements listed below for each course. Advanced and honor course offerings are subject to change based on the number of qualifying students and teacher endorsements.

#### **MIDDLE SCHOOL**

##### **7TH GRADE HONORS RLA REQUIREMENTS**

(Students must meet 2 out of 3 requirements)

- 90 or above final average in 6th grade Math
- Masters on the 6th grade Math STAAR test
- Teacher recommendation

### **7TH GRADE PRE-ALGEBRA REQUIREMENTS**

(Students must meet 2 out of 3 requirements)

- 90 or above final average in 6th grade Math
- Masters on the 6th grade Math STAAR test
- Teacher recommendation

### **8TH GRADE HONORS READING LANGUAGE ARTS REQUIREMENTS**

(Students must meet 2 out of 3 requirements)

- 90 or above final average in 7th grade RLA
- Masters on the 7th grade RLA STAAR test
- Teacher recommendation

### **8TH GRADE HONORS SCIENCE**

(Students must meet 2 out of 3 requirements)

- 90 or above final average in 7th grade Science
- Master level on 7th grade Math STAAR test
- Teacher recommendation

### **8TH GRADE ALGEBRA REQUIREMENTS (HIGH SCHOOL CREDIT)**

(Students must meet 2 out of 3 requirements)

- Passed 7th grade Pre-Algebra OR 90 or above final average in 7th grade Math
- Masters on the 7th grade Math STAAR test
- Teacher recommendation

**Students not in the 7th grade Pre-Algebra Math course can qualify for 8th grade Algebra by meeting the requirements above in the regular 7th grade Math course and earning a 70+ on the pre-algebra test.**

### **8TH GRADE SPANISH (HIGH SCHOOL CREDIT)**

(Students must meet ALL 3 requirements)

- Master level STAAR score on 7th grade Reading Language Arts,
- 90 or above final average in 7th grade Reading Language Arts and
- Recommendation from the 7th grade Reading Language Arts teacher.

## **HIGH SCHOOL**

### **ACCOUNTING I AND II COURSE CRITERIA**

1. Successfully completed Algebra I, maintaining an average of 85 to be considered for Accounting I.
2. Maintain an average of 85 in Accounting I to be considered for Accounting II.

### **ADVANCED PLACEMENT COURSE CRITERIA**

There are no prerequisites for Pre-AP or AP courses. After completing an AP class, students may take the AP exam in that subject, which can earn them credits and accelerated placement in college.

### **DUAL CREDIT COURSE CRITERIA**

Students must meet the college entrance requirements for that particular course. Students earn high school and college credit for these courses.

CMISD partners with TAMUC for all dual credit courses. A&M Commerce's procedures for academic dishonesty can be found at:

<http://www.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesprocedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **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. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

### **STUDENTS IN FOSTER CARE (ALL GRADE LEVELS)**

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).

If you have questions, please contact the district's foster care liaison:

*Julie Wiebersch, Director of Secondary Curriculum* [jwiebersch@caddomillsisd.org](mailto:jwiebersch@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

[See **A Student in the Conservatorship of the State (Foster Care)** on page 20.]

### **STUDENTS WHO ARE HOMELESS (ALL GRADE LEVELS)**

Parents are encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may assist families.

Please also check the campus website for information about services available in the area that can help homeless families.

For more information on services for students who are homeless, contact the district's homeless education liaison:

*Keri Allen, Deputy Superintendent* [kallen@caddomillsisd.org](mailto:kallen@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

Campus liaisons:

**Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525**  
*Michelle Colwell, Principal* [mcolwell@caddomillsisd.org](mailto:mcolwell@caddomillsisd.org)

**Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.8277**  
*Leslie Crow, Principal* [lcrow@caddomillsisd.org](mailto:lcrow@caddomillsisd.org)

**Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162**  
*Kayla Weir, Principal* [kweir@caddomillsisd.org](mailto:kweir@caddomillsisd.org)

**Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127**  
*Kaela Crumpton, Principal* [kcrumpton@caddomillsisd.org](mailto:kcrumpton@caddomillsisd.org)

**Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161**  
*Jason Hervey, Principal* [jhervey@caddomillsisd.org](mailto:jhervey@caddomillsisd.org)

**Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164**  
*Boe Parr, Principal* [bparr@caddomillsisd.org](mailto:bparr@caddomillsisd.org)

[See **A Student Who is Homeless** on page 21.]

### **STUDENT SPEAKERS (ALL GRADE LEVELS)**

The district provides students the opportunity to introduce the following school events: graduation. 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** on page 58 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

### **SUMMER SCHOOL (ALL GRADE LEVELS)**

Each campus will determine summer school at the end of the school year based on academic need and performance.

### **TARDIES (ALL GRADE LEVELS)**

A student who is tardy to class may be assigned to a detention or given another appropriate consequence.

#### **ELEMENTARY AND INTERMEDIATE**

Students are tardy if they are not in the classroom at 7:45.

First Offense – Warning

Second Offense – warning and notification

Third Offense – lunch detention and notification

Fourth Offense – morning school and phone call home

\*Excessive tardies may result in a referral to truancy court and/or time completed during summer school for missed instructional time.

Tardies start over at each 9-week grading period.

#### ***UNEXCUSED EARLY SIGN OUT***

First Offense – Warning

Second Offense – warning and notification

Third Offense – lunch detention and notification

Fourth Offense – morning school and phone call home

\*Excessive early sign-outs may result in a referral to truancy court and/or time completed during summer school for missed instructional time.

### **MIDDLE SCHOOL AND HIGH SCHOOL**

A student is tardy if they are not physically in their classroom when the tardy bell rings.

First Offense – Warning

Second Offense – detention

Third Offense – detention

Fourth Offense – night school - additional offenses will restart with detention

Tardies start over at the semester.

### **TECHNOLOGY (ALL GRADE LEVELS)**

#### **STUDENT TECHNOLOGY RESPONSIBLE USE AGREEMENT**

Our staff and students use technology to learn. Technology is essential to facilitate the creative problem-solving, information fluency, and collaboration that we see in today's global economy. While we want our students to be active contributors in our connected world, we also want them to be safe, legal, and responsible. This Responsible Use Agreement (RUA) supports our vision of technology use and upholds in our users a strong sense of digital citizenship. The school district will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites, plus cyberbullying awareness and response. This policy applies to all Caddo Mills Independent School District (CMISD) computer networks (including the resources made available by them), and all devices connected to those networks.

#### **RESPONSIBLE USE AND DIGITAL CITIZENSHIP**

**RESPECT YOURSELF** Students will select online names that are appropriate, be polite, and use appropriate language/content in all online posts.

**PROTECT YOURSELF** Students will not publish personal details, contact details, or a schedule of activities. Students understand that they are responsible for all activity initiated by and/or performed under these accounts. They understand that it is their responsibility to appropriately secure their account credentials.

If they are uncertain whether a specific computer activity is permitted or appropriate, they will ask a teacher/administrator before engaging in that activity.

**RESPECT OTHERS** Students will not use technology to bully or tease other people. They will not take photos, or make audio or video recordings of students/employees without their prior permission. They understand that posing as someone else is forbidden and will not pose as another user when online. They will not access, download, or modify accounts, files, or data belonging to others. They will be careful and aware when printing to avoid wasting resources and printing unnecessary items.

**PROTECT OTHERS** Students will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches involving campus technology.

**RESPECT INTELLECTUAL PROPERTY** Students will suitably cite any and all use of websites, books, media, etc. They will respect all copyrights.

**PROTECT INTELLECTUAL PROPERTY** Students will request to use the software and media that others produce.

## **GENERAL POLICIES**

- CMISD user accounts are owned by the CMISD; consequently, they are subject to the Open Records Act. All digital files associated with user accounts may be retrieved by CMISD staff at any time without prior notice and without the permission of any user. CMISD reserves the right to monitor all accounts and any content stored in, created, received, or sent throughout the CMISD systems in order to maintain system integrity as well as to ensure responsible use.
- Student pictures, names, work, etc., may be published unless parents/guardians notify the campus principal in writing that they do not wish for student information to be published. Groups of student names, such as awards, teams, etc., may be published without any identifying picture of the individuals. In accordance with the Family Educational Rights and Privacy Act (FERPA), no student's e-mail address, personal web address, street address, or telephone number will be published.
- A content filtering solution is in place in order to prevent access to certain sites that may contain inappropriate material, including pornography, weapons, illegal drugs, gambling, and any other topics deemed to be of non-educational value by the CMISD. CMISD is not responsible for the content accessed by users who connect via their own data plan (cell phones, hot spots, etc.)

## **GOVERNMENT LAWS**

Technology is to be utilized in conformity with the laws of the United States and the State of Texas. Violations include but are not limited to, the following

1. Criminal Acts – These include, but are not limited to:

- unauthorized tampering
- cyberstalking
- vandalism
- harassing email
- child pornography
- cyber bullying

2. Libel Laws – You may not publicly defame people through published material.

3. Copyright Violations – Copying, selling, or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright) and/or engaging in plagiarism.

## **GOOGLE APPS FOR EDUCATION**

In addition to bringing their own devices, students will have access to their own Google Apps for Education account, including Gmail, within the CMISD domain (@cmisd.org). With teacher approval, students may access their accounts from the Internet, collaborate with other learners, and utilize the productivity tools available to them through their student Google Apps accounts.

**BY READING THIS RUA AND SIGNING THE STUDENT TECHNOLOGY RESPONSIBLE USE AGREEMENT FORM, YOU ARE GIVING PERMISSION FOR YOUR CHILD TO RECEIVE A SCHOOL GOOGLE ACCOUNT.** If you want to receive more information about these accounts, please contact:

*Pete Rowe, Chief Technology Director* [prowe@caddomillsisd.org](mailto:prowe@caddomillsisd.org)  
100 Fox Lane • Caddo Mills, TX 75135 • 903.527.6056

## Google Apps for Students

Google Calendar – Everyone can organize their schedules and share events, meetings, and entire calendars with others. Teachers can share assignments and events with students.

Gmail – Each student (grades 5-12 only) will have an email account that allows for communication and for use when utilizing educational websites that require an email address for account setup.

Google Drive – Students and teachers can create documents, spreadsheets, and presentations and then collaborate with each other in real-time inside a web browser window, using a student device or a CMISD device.

Google Forms – Students can administer their own survey or easily collect data from others.

Google Sites – Create a site and edit it the same way you'd edit a document no technical expertise required.

Using these tools, students collaborate, create, edit, and share files and websites for school-related projects and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any Internet-connected computer. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others. Google Apps for Education use in CMISD is governed by federal laws and local board policies, including:

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

FERPA protects the privacy of student education records and grants parents the right to review their child's records.

### **CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)**

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. No personal student information is collected by Google for commercial purposes. There is no advertising in Google Apps for Education accounts. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for educational purposes. Student information that is "collected by Google is described as (projects, documents, email, files, username, and password). --COPPA – <http://www.ftc.gov/privacy/coppafags.shtml>

### **GOOGLE APPS AND OTHER THIRD-PARTY ACCOUNTS**

In accordance with our district mission, goals, and vision for technology, our students may require accounts in third-party systems. Many of these accounts will be used at school for school-related projects, but may also be accessed outside of school with their parents' permission. The use of these accounts will help our students to master effective and proper online communications as required in the PreK-12 Technology Applications Standards.

**STUDENTS ARE NOT ALLOWED TO USE THEIR SCHOOL GOOGLE APPS ACCOUNT TO CREATE ACCOUNTS ON NON-EDUCATIONAL SITES.**

### **WEB PUBLISHING POLICY**

Students publishing on a district or school website will do so under the direct supervision of a classroom teacher or school administrator. Supervising teachers and administrators are responsible for all material that students post to a district or school-sponsored website.

### **DISCLAIMER OF LIABILITY**

Caddo Mills ISD shall not be liable for the user's inappropriate use of the District's technology resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. CMISD shall not be responsible for ensuring the accuracy or usability of any information found on the Internet. Data contained in the CMISD technology resource systems remains the property of Caddo Mills Independent School District. Electronic mail transmissions and other use of CMISD technology resource systems, including Internet access and data storage, shall not be considered confidential and may be monitored by authorized individuals at any time to ensure appropriate use for educational purposes.

## **CONSEQUENCES**

Students are expected to understand and comply with this Responsible Use Agreement. If they break this agreement, the consequences could include suspension of your accounts and network access. In addition, they could face disciplinary/legal action, including but not limited to criminal prosecution and/or penalties under applicable state and federal laws.

The following actions are not permitted and could result in the consequences outlined above:

- Users may not attempt to disable or bypass the CMISD content filter, including the use of wireless internet cards, personal hotspots, or proxy servers.
- Users may not illegally access or manipulate the information of a private database/system, such as gradebooks and other student information systems.
- Users may not install unauthorized network access points or other connections that may not effectively integrate with existing infrastructure.
- Users may not use their accounts for non-school-related activities, including but not limited to:
  - Using the Internet for financial gain, personal advertising, promotion, non-government-related fundraising, or public relations
  - Political activity: lobbying for personal political purposes, or activities such as solicitation for religious purposes
- Users may not send, save, view, forward, or create harassing or offensive content/messages. Offensive material includes, but is not limited to, pornographic, obscene, or sexually explicit material, sexual comments, jokes, or images that would violate school policies. The school policies against harassment and discrimination apply to the use of technology.

The technology department and the campus principal will determine what constitutes inappropriate use of the CMISD computer systems. They may suspend an account or network access at any time. Additionally, the administration, faculty, and staff of CMISD may request that a user's account be suspended or terminated at any time.

## **CHROMEBOOK POLICY (SECONDARY ONLY)**

The mission of the 1-to-1 program in Caddo Mills ISD is to create a collaborative learning environment for all learners. This environment will enable and support students and teachers in implementing transformative uses of technology, while enhancing students' engagement with content and promoting the development of self-directed, responsible, and lifelong learners and users. Students will transition from consumers of information to creative producers and owners of knowledge. The team will establish collaborative professional learning communities based on integrative professional development for teachers, enhancing the classroom environment by implementing high-quality instruction, assessment, and learning through the integration of technology and curriculum. Technology immersion does not diminish the vital role of the teacher. On the contrary, it transforms the teacher from a director of learning to a facilitator of learning. The School Board, district staff, and community members will all play a crucial role in developing effective and high-quality educational experiences.

## **PURPOSE**

Caddo Mills ISD will supply students with a Chromebook device. The supplied instructional device's function will provide each student with access to the required educational materials necessary for their success. The Chromebook provides students with access to G Suite for Education, educational web-based tools, and many other useful sites. The supplied device is an educational tool not intended for gaming, social networking, or high-end computing. This device is the property of the Caddo Mills ISD.

The policies, procedures, and information outlined in this document apply to all Chromebooks used at Caddo Mills ISD by students, staff, or guests, as well as any other device deemed by the Administration to fall under this policy.

Teachers may set additional requirements for Chromebook use in their classrooms.

## **RECEIVING CHROMEBOOKS**

Chromebooks will be distributed each fall during the first week of the school year. Parents and Students must sign and return the Chromebook Policy Sign-off and Student Pledge document before the Chromebook can be issued to their child. This document must be signed during student registration.

## **TRAINING**

Students will be trained by their teacher on how to use the Chromebook. Training documents and videos will be available online for students to refer to when needed.

## **RETURN**

Students will retain their original Chromebook throughout their enrollment. Chromebooks and accessories will be collected during the last two weeks of the school year.

Any student who transfers out of Caddo Mills ISD will be required to return their Chromebook and accessories. If a Chromebook or any accessories are not returned, the parent/guardian will be held responsible for payment in full. If payment is not received, a hold will be placed on the student's records, and the parent/guardian will be turned over to a collection agency.

## **TAKING CARE OF YOUR CHROMEBOOK**

Students are responsible for the general care of the Chromebook issued to them by the school. Chromebooks that are broken or fail to work properly must be taken to the campus Media Center. If a loaner Chromebook is needed, one will be issued to the student until their Chromebook can be repaired or replaced.

### ***GENERAL PRECAUTIONS***

- No food or drink is allowed next to your Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Students should never carry their Chromebooks while the screen is open unless directed to do so by a teacher.
- Chromebooks should be shut down when not in use to conserve battery life.
- Chromebooks should never be shoved into a locker or wedged into a book bag as this may break the screen.
- Do not expose your Chromebook to extreme temperatures or direct sunlight for extended periods of time. Extreme heat or cold may damage the laptop.
- Always bring your Chromebook to room temperature prior to turning it on.

### ***CARRYING THE CHROMEBOOK***

The Chromebook's protective shell will only provide basic protection from everyday use. It is not designed to prevent damage from drops or abusive handling. Carrying the Chromebook in a padded backpack or book bag is acceptable, provided the backpack or book bag is handled with care. For example, avoid tossing or dropping the bag if your Chromebook is inside.

The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on top of the Chromebook.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g., pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook. You can also purchase individually packaged pre-moistened eyeglass lens cleaning tissues to clean the screen. These are very convenient and relatively inexpensive.

## **USING YOUR CHROMEBOOK**

### ***AT SCHOOL***

The Chromebook is intended for daily use at school. In addition to teacher expectations for Chromebook use, students will access school messages, announcements, calendars, academic handbooks, student handbooks,

and schedules using their Chromebooks. Students must be responsible for bringing their Chromebooks to all classes. If fully charged at home, the battery will last throughout the day

### ***AT HOME***

All students are required to take their Chromebooks home each night throughout the school year for charging. Chromebooks must be brought to school each day fully charged. Students need to charge their Chromebooks each evening. If students leave their Chromebooks at home, they must immediately phone their parents to bring them to school. Repeated violations of this policy will result in referral to administration and possible disciplinary action.

### ***SOUND***

The sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Students are recommended to bring personal headsets or 'earbuds' for any audio projects they work on.

### ***PRINTING AT SCHOOL***

Printing functionality will be available at school on a limited basis and subject to classroom requirements. Teaching strategies will facilitate the use of digital copies of homework.

### ***PRINTING AT HOME***

The Chromebook does not support a physical printer connection. A wireless home network is required for this. Go to <https://www.google.com/cloudprint/> for information.

### ***MANAGING YOUR FILES AND SAVING YOUR WORK***

Students may save documents to their Google Drive, or they may save them to an external memory device such as a USB flash drive. Saving to Google Drive will make the file accessible from any computer with internet access. Students using Google Drive to work on their documents will not need to save their work, as Drive will save each keystroke as the work is being completed. It will be the student's responsibility to maintain the integrity of their files and keep proper backups. Students will be trained on proper file management procedures.

### ***SOFTWARE ON CHROMEBOOKS***

Chromebook software is delivered via the Chrome Web Store. These web-based applications do not require installation space on a hard drive. Some applications, such as Google Docs and Sheets, are available for offline use. The software originally installed on the Chromebook must remain usable and easily accessible at all times.

All Chromebooks are supplied with the latest build of Google Chrome Operating System (OS), and many other applications useful in an educational environment. The Chrome OS will automatically install updates when the computer is shut down and restarted. From time to time, the school may introduce software applications for use in specific courses. This process will be automatic with virtually no impact on students. Applications that are no longer needed will automatically be removed by the school as well.

### ***VIRUS PROTECTION***

Virus protection is unnecessary on the Chromebook due to the unique nature of its design.

### ***ADDITIONAL SOFTWARE***

Students are unable to install additional software on their Chromebooks other than what has been approved by Caddo Mills ISD.

### ***INSPECTION***

Students may be selected at random to provide their Chromebooks for inspection. The purpose of the inspection is to check for proper care and maintenance and to identify inappropriate material being carried into the school.

### ***PROCEDURE FOR RESTORING THE CHROME OS***

If technical difficulties occur, technical support staff will use the "5-minute" rule. If the problem cannot be fixed in 5 minutes, the Chromebook will be restored to factory defaults. In a 1-to-1 setting, it is impossible for support staff to maintain a working environment for all if too much time is spent fixing every glitch that may arise. Restoring the Chrome OS will restore the device to the state in which the user originally received it. All student-

created files stored on an external USB flash drive or Google Drive will be intact after the operating system is restored. All files saved on the Chromebook that have been synced to Google Drive will be intact. However, all other data (music, photos, documents) stored on internal memory that has NOT been synced will not be restored unless the student requests that an attempt be made to salvage it.

**IDENTIFYING, PROTECTING AND STORING YOUR CHROMEBOOK**

Chromebooks will be labeled in the manner specified by the school.

Chromebooks can be identified in the following ways:

- Record of serial number and asset tag
- Individual's Google Account username

Under no circumstances are students to modify, remove, or destroy identification labels.

**STORING**

Students need to take their Chromebooks home with them every night. They are not to be stored overnight in lockers, classrooms, or anywhere else at school outside of school hours. The Chromebook should be charged fully each night at the student's home. Chromebooks should never be stored in a vehicle.

Students are responsible for securely storing their Chromebooks during extra-curricular events.

Under no circumstances should a Chromebook be stored in unsupervised areas. Unsupervised areas include the school grounds and campus, the cafeteria, unlocked classrooms, the library, locker rooms, dressing rooms, hallways, bathrooms, the extracurricular bus, a car, or any other area that is not securely locked or where supervision is not present.

Staff will confiscate Unsupervised Chromebooks and take them to the principal's office. Leaving a Chromebook in an unsupervised location will result in disciplinary action.

**REPAIRING OR REPLACING YOUR CHROMEBOOK**

Students who leave their Chromebooks for repair at the Library/Media Center may be issued loaner Chromebooks.

- If repair is needed due to malicious damage, the school may refuse to provide a loaner Chromebook.
- Repaired Chromebooks will end up with the original factory image as first received. It is essential that students keep their school data synced to cloud drives so that documents and class projects are not lost. Personal information that cannot be replaced should be kept at home on an external storage device.
- **Students and parents will be charged for Chromebook damage that is a result of misuse or abusive handling. Parents will be billed for parts and labor.**
- If a Chromebook becomes defective (at no fault of the student) CMISD will replace the Chromebook at no charge with a Chromebook of the same age or newer.

**ACCIDENTAL DAMAGE AND THEFT PROTECTION**

CMISD does not require students or parents to purchase an insurance policy, nor will the district charge students a usage fee. Chromebooks are protected against accidental damage and loss due to an act of nature or theft. Replacement chargers are NOT covered and will need to be replaced at the expense of the student. Intentional damage or vandalism is NOT covered under this insurance policy. Therefore, students/parents will be responsible for these damages.

Charges for repair and replacement due to intentional damage:

Chromebook Replacement	\$250	Replacement Charger	\$25
Screen Replacement	\$100	Broken Headphone Jack	\$25
Keyboard Replacement	\$50	Single Key Replacement	\$5
Camera Module Replacement	\$25		

**CHROMEBOOK TECHNICAL SUPPORT**

The Library/Media Center on each campus will be the first point of contact for repairing Chromebooks. Services provided include:

- Password Identification
- User account support
- Coordination of warranty repair
- Distribution of loaner Chromebooks
- Hardware maintenance and repair
- Operating System or software configuration support
- Restoring Chromebook to factory default
- System software updates

## **TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (ALL GRADE LEVELS)**

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

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

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

Any student who fails to return an item or returns it in an unacceptable condition forfeits the right to free textbooks and technological equipment until the item is returned or the damage is paid for by their parent. However, the student will be provided with the necessary instructional resources and equipment for use at school during the school day.

## **TRANSFERS (ALL GRADE LEVELS)**

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 20, **Bullying** on page 31, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 22, 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** on page 83.]

### **BUSES AND OTHER SCHOOL VEHICLES**

The district provides school bus transportation at no cost to students living two or more miles from school and to students experiencing homelessness.

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 a 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

*Sam Day, Director of Transportation* [sday@caddomillsisd.org](mailto:sday@caddomillsisd.org)  
102 Fox Lane • Caddo Mills, TX 75135 • 903.527.6133

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 expected to adhere to the behavioral standards outlined in this handbook and the Student Code of Conduct.

## **RULES ON THE BUS**

- Students shall follow the driver and/or monitor directions at all times.
- At no time shall a student act toward, or address comments to, a bus driver and/or monitor in a disrespectful manner.
- Students shall not throw, pitch, or shoot articles within the bus or out the windows.
- Students will not deface or damage any part of the bus. If any item is defaced or damaged, such as a bus seat or window, and repair costs are incurred as a result, the student will lose their riding privileges until \$60.00 restitution is paid to the transportation office. This is in addition to any further disciplinary action taken against the student by his or her campus administrator.
- Students shall not touch any emergency equipment inside the bus or board or exit through emergency exits except in an emergency.
- Students shall not extend any part of their body, clothing or other articles out of the bus window.
- Students will not be allowed to move about in the bus while the bus is in motion.
- Students shall not carry weapons, explosives (such as fireworks), unsheathed pointed articles, or knives.
- Scuffling, fighting, and the use of obscene, vulgar, or profane language are forbidden.
- Tobacco products will not be allowed on the bus.
- Students shall not carry or consume intoxicating beverages or narcotics aboard a bus.
- Students shall not possess or use any form of tobacco or e-cigarettes.
- Students shall not yell, scream, whistle, play the radio, or talk loudly on the bus.
- Students shall not bring animals on the bus.
- Bus riders shall not eat, drink, chew gum, bring food/drinks on the bus, or litter the bus with debris.
- No large items, toys, or non-school supply materials shall be brought on the bus, and all books, band instruments, feet, etc. must not be placed in the aisle of the bus. Cell phones must be kept in the student's bag and turned off.
- No one will be allowed to get off a bus except at home (regular stop) or school unless they have a signed note from the building principal or parent.
- If a child wants to ride home with another child, both students must have permission notes signed by each student's parent and the principal or assistant principal of his or her campus.
- All school rules and regulations will apply to all bus routes.
- Students will sit in assigned seating if assigned.
- Students will wear seatbelts at all times if the bus is so equipped.
- Students will remain fully seated, feet on or toward the floor, and backs against the seat until the bus stops at their destination. Standing or moving about from seat to seat will not be allowed while the bus is in motion.
- Students shall not record the voice or image of another without prior consent of the individual being recorded, or invade the privacy of others. Nor shall the student utilize a phone and/or electronic device to view inappropriate material and/or allow others to view obscene material.
- Headphones and all electronic equipment should be kept in backpacks. The driver may take all items.
- Students shall refrain from the use of strong body sprays, perfumes, colognes, or any type of strong-smelling substance that causes a disruption on the bus.
- CMISD is not responsible for any articles or items left unattended on the bus.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[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 who do so will be required to pay for the damages they cause and will be subject to criminal proceedings and 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 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 superintendent, 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** on page 12 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** on page 12 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 either of the following applies:

- The person poses a substantial risk of harm to any person

- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[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.

##### **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 office:

***Griffis Elementary • 3639 FM 1565 • Caddo Mills, TX 75135 • 903.527.3525***  
***Kirkpatrick Elementary • 110 Trailstone Dr • Caddo Mills, TX 75135 • 903.527.8277***  
***Lee Elementary • 2702 Gilmer • Caddo Mills, TX 75135 • 903.527.3162***  
***Caddo Mills Intermediate School • 2700 Gilmer • Caddo Mills, TX 75135 • 903.527.8127***  
***Caddo Mills Middle School • 2710 Gilmer • Caddo Mills, TX 75135 • 903.527.3161***  
***Caddo Mills High School • 3049 South FM 36 • Caddo Mills, TX 75135 • 903.527.3164***

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.

While the form must be completed annually, it is only necessary to **complete it once per individual** listed on the form. This will cover all areas for volunteering district-wide and field trips.

##### **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 the age of 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**, including **supplemental instruction**, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** is designed as a preparatory and readiness assessment for the ACT. Students usually take it in grade 10.

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

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

**CPS** stands for Child Protective Services.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**DFPS** stands for the Texas Department of Family and Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

**ED** stands for the U.S. Department of Education.

**Emergent bilingual student** refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

**EOC (end-of-course) assessments** are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the federal Every Student Succeeds Act.

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

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

**IGC** is the Individual Graduation Committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**ISS** refers to In-School Suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

**PGP** stands for personal graduation plan, which is required for high school students and for any middle school student who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**Safe and Supportive School Team** is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

**SAT** refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. It may be required for admissions to certain colleges or universities.

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

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

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

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

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

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board. It identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TAC** stands for the Texas Administrative Code.

**TEA** stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

**TEC** stands for the Texas Education Code.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

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

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

## **FREEDOM FROM BULLYING POLICY**

### **STUDENT WELFARE: FREEDOM FROM BULLYING**

Policy FFI(LOCAL) was adopted on 12/11/17. The district prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

#### **EXAMPLES**

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism.

#### **RETALIATION**

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

#### **EXAMPLES**

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

#### **FALSE CLAIM**

A student who intentionally makes a false claim offers false statements or refuses to cooperate with a district investigation regarding bullying shall be subject to appropriate disciplinary action.

#### **TIMELY REPORTING**

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

### **REPORTING PROCEDURES**

#### **STUDENT REPORT**

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other district employee. The superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

#### **EMPLOYEE REPORT**

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

#### **REPORT FORMAT**

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

#### **NOTICE OF REPORT**

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

#### **PROHIBITED CONDUCT**

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the district shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

#### **INVESTIGATION OF REPORT**

The principal or designee shall conduct an appropriate investigation based on the allegations in the report and promptly take interim action, if appropriate, to prevent bullying during the course of the investigation.

## **CONCLUDING THE INVESTIGATION**

Absent extenuating circumstances, the investigation should be completed within ten district business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred and, if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

## **NOTICE TO PARENTS**

If a bullying incident is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

## **DISTRICT ACTION**

### **BULLYING**

If the results of an investigation indicate that bullying occurred, the district shall promptly respond by taking appropriate disciplinary action in accordance with the district's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

### **DISCIPLINE**

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

### **CORRECTIVE ACTION**

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the district's policy against bullying.

### **TRANSFERS**

The principal or designee shall refer to FDB for transfer provisions.

### **COUNSELING**

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

### **IMPROPER CONDUCT**

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

### **CONFIDENTIALITY**

To the greatest extent possible, the district shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

### **APPEAL**

A student who is dissatisfied with the investigation's outcome may appeal through FNG(LOCAL), beginning at the appropriate level.

### **RECORDS RETENTION**

Retention of records shall be in accordance with CPC(LOCAL).

### **ACCESS TO POLICY AND PROCEDURES**

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. To the extent practicable, copies of the policy and procedures shall be posted on the district website and readily available at each campus and the district administrative offices.

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Policy Code FFI](#)

Below is the text of Caddo Mills ISD policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Caddo Mills ISD  
116901

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Examples**

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

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

**Examples**

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

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

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

**Reporting Procedures**

**Student Report**

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

**Employee Report**

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

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b> Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
<b>Confidentiality</b>	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>