

CHRISTOVAL
Independent School District
2025-2026
STUDENT HANDBOOK

www.christovalisd.org



P.O. BOX 162
CHRISTOVAL, TX 76935

ELEMENTARY OFFICE: (325) 896-2446
HIGH SCHOOL OFFICE: (325) 896-2355
ADMINISTRATION OFFICE: (325) 896-2520
TRANSPORTATION OFFICE: (325) 896-7260

DISTRICT DIRECTORY INFORMATION

School Board

President – Caleb Kattner
Vice President – Reid Stultz
Secretary – Katy Capron
Trustee – Jared Green
Trustee – Diego Cardona
Trustee – Jana Aguirre
Trustee – Cody Guins

Administrative Personnel

Mr. Clint Askins – Superintendent
Kurt Bueker – Chief Financial Officer
Toni McGimpsey – Superintendent Secretary
Ashley Abilez – Payroll/Human Resources Specialist
Tambra Hollway – Director of Special Programs/PEIMS/Title IX Coordinator
Sandy Wellmann – High School Principal
Casey Otho – Middle School Principal
Karen Marth – Middle & High School Principal's Secretary
Candace Munoz – Middle & High School Counselor
Carla Barron – Elementary Principal
Chris Dwyer – Elementary Principal's Secretary
Stacy Mecke – Elementary Counselor
Joshua Terrill – Director of Technology
Lori Greenhaw – Transportation Director
Dave Goad – Maintenance Director
Stephanie Turnbow – Food Service Director
Lindsay Dixon – Registered Nurse

School Address

Christoval Independent School District
P.O. Box 162
Christoval, TX 76935
www.christovalisd.org

Administration Office	(325) 896-2520
<i>Administration Office Fax</i>	(325) 896-7405
Elementary Campus	(325) 896-2446
<i>Elementary Fax</i>	(325) 896-1145
Middle & High School Campus	(325) 896-2355
<i>Middle & High School Fax</i>	(325) 896-2671

DISTRICT CALENDAR

- = First Day of Semester
- = STAAR Testing Window
- = Staff/Student Holiday
- = PD/Student Intervention Day
- = Teacher Inservice
- = Trade Days/Student Holiday
- =Teacher Flex/Student Holiday
- =Bad Weather Day



2025-26 School Calendar

Graduation Day - May 29, 2026

- = Reporting Period Begins
- = Reporting Period Ends

Reporting Periods	Days
1st Six Weeks	27
2nd Six Weeks	24
3rd Six Weeks	24
	75
4th Six Weeks	28
5th Six Weeks	28
6th Six Weeks	24
	80
	155
HS Bell Schedule	7:35-4:02
Elem Bell Schedule	7:35-3:50
Minutes Per Year	76,725
Teacher Contract Days	187

July '25						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August '25						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September '25						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October '25						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25						
S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December '25						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January '26						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February '26						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March '26						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '26						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '26						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '26						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Christoval ISD Student Handbook

STUDENT HANDBOOK..... 1

DISTRICT DIRECTORY INFORMATION..... 2

 School Board.....2

 Administrative Personnel..... 2

DISTRICT CALENDAR.....3

Vision..... 13

Mission..... 13

Priority Performance Goals..... 13

Long Term Performance Goals..... 13

Preface Parents and Students:..... 13

 Accessibility..... 15

Section One: Parental Rights..... 15

 Consent, Opt-Out, and Refusal Rights..... 16

 Consent to Conduct a Psychological Evaluation..... 16

 Consent to Human Sexuality Instruction..... 16

 Annual Notification..... 16

 Consent Before Human Sexuality Instruction..... 17

 Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating
 Violence, and Sex Trafficking..... 17

 Annual Notification..... 17

 Consent to Provide a Mental Health Care Service..... 18

 Consent to Display a Student’s Original Works and Personal Information..... 18

 Consent to Receive Parenting and Paternity Awareness Instruction if a Student is
 Under Age 14..... 18

 Consent to Video or Audio Record a Student when Not Already Permitted by Law.. 19

 Prohibiting the Use of Corporal Punishment..... 19

 Limiting Electronic Communications between Students and District Employees..... 19

 Objecting to the Release of Directory Information..... 20

 Objecting to the Release of Student Information to Military Recruiters and Institutions
 of Higher Education (Secondary Grade Levels Only)..... 21

 Participation in Third-Party Surveys.....21

 Consent Required Before Student Participation in a Federally Funded Survey.. 21

 “Opting Out” of Participation in Other Types of Surveys or Screenings and the
 Disclosure of Personal Information..... 21

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

Christoval ISD Student Handbook

Component of Instruction..... 22
 Reciting a Portion of the Declaration of Independence in Grades 3-12..... 22
Reciting the Pledges to the U.S. and Texas Flags..... 22
Religious or Moral Beliefs..... 23
Tutoring or Test Preparation..... 23
Right of Access to Student Records, Curriculum Materials, and District
Records/Policies..... 23
 Parent Review of Instructional Materials..... 23
District Review of Instructional Materials..... 24
Notices of Certain Student Misconduct to Noncustodial Parent..... 24
Participation in Federally Required, State-Mandated, and District Assessments..... 24
Student Records..... 24
 Accessing Student Records..... 24
 Authorized Inspection and Use of Student Records..... 25
 Teacher and Staff Professional Qualifications..... 28
A Student with Exceptionalities or Special Circumstances..... 28
 Children of Military Families..... 28
Parental Role in Certain Classroom and School Assignments..... 29
 Multiple-Birth Siblings..... 29
 Safety Transfers/Assignments..... 29
Student Use of a Service/Assistance Animal..... 30
A Student in the Conservatorship of the State (Foster Care)..... 30
A Student Who Is Homeless..... 31
A Student Who Has Learning Difficulties or Who Needs Special Education or
Section 504 Services..... 32
Special Education Referrals..... 32
 Contact Person for Special Education Referrals..... 33
Section 504 Referrals..... 33
 Contact Person for Section 504 Referrals..... 34
Notification of Parents of Intervention Strategies for Learning Difficulties Provided to
Students in General Education..... 34
A Student Who Receives Special Education services with Other School-Aged
Children in the Home..... 34
A Student Who Speaks a Primary Language Other than English..... 35
A Student with Physical or Mental Impairments Protected under Section 504..... 35
Section Two: Other Important Information for Parents and Students..... 35
Absences/Attendance..... 35
 Compulsory Attendance..... 36
 Kindergarten..... 36
 Ages 6-18..... 36
 Ages 19 and Older..... 36
 Compulsory Attendance – Exemptions..... 36

Christoval ISD Student Handbook

All Grade Levels.....	36
Secondary Grade Levels.....	37
Compulsory Attendance – Failure to Comply.....	38
All Grade Levels.....	38
Students with Disabilities.....	38
Ages 6-18.....	38
Ages 19 and Older.....	38
Attendance for Credit or Final Grade (All Grade Levels).....	39
Saturday School.....	39
Saturday School Expectations.....	39
Official Attendance-Taking Time (All Grade Levels).....	40
Documentation after an Absence (All Grade Levels).....	40
Doctor’s Note after an Absence for Illness (All Grade Levels).....	40
Certification of Absence Due to Severe Illness or Treatment.....	41
Driver License Attendance Verification (Secondary Grade Levels Only).....	41
Accountability under State and Federal Law (All Grade Levels).....	41
Armed Services Vocational Aptitude Battery Test (Grades 10-12).....	42
Bullying (All Grade Levels).....	42
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only).....	44
Celebrations (All Grade Levels).....	45
Party Invitations.....	45
Cheating/Plagiarism/Academic Dishonesty (All Grade Levels).....	45
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels).....	45
Warning Signs of Sexual Abuse.....	46
Warning Signs of Trafficking.....	46
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children.....	47
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children.....	47
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only).....	48
Courses.....	49
Weights.....	49
Grading Scale.....	50
Credits.....	51
Class Schedules (Secondary Grade Levels Only).....	51
College and University Admissions and Financial Aid (All Grade Levels).....	51
College Credit Courses (Secondary Grade Levels Only).....	52
Dual Credit Guidelines.....	53
Class of 2026.....	53
Weighted GPA and Grades.....	54

Christoval ISD Student Handbook

Communications (All Grade Levels)..... 55
 Parent Contact Information..... 55
 Automated Emergency Communications..... 55
 Automated Nonemergency Communications..... 55
Complaints and Concerns (All Grade Levels)..... 56
Conduct (All Grade Levels)..... 56
 Applicability of School Rules..... 56
 Campus Behavior Coordinator..... 56
 Conduct Before and After School (All Grade Levels)..... 57
 Use of Hallways During Class Time (All Grade Levels)..... 57
 Meeting of Non-Curriculum-Related Groups (Secondary Grade Levels Only).... 57
 Classroom Rules and Expectations (Secondary Grade Levels Only)..... 57
Deliveries..... 57
Disruption of School Operations..... 58
Social Events..... 58
Counseling..... 58
 Academic Counseling..... 59
 Elementary and Middle School Grade Levels..... 59
 High School Grade Levels..... 59
 Personal Counseling (All Grade Levels)..... 60
Course Credit (Secondary Grade Levels Only)..... 60
Credit by Examination – If a Student Has Taken the Course/Subject (Grades 6-12) 60
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).... 61
 Dating Violence..... 61
 Discrimination..... 62
 Harassment..... 62
 Sexual Harassment and Gender-Based Harassment..... 62
 Retaliation..... 63
 Reporting Procedures..... 63
 Investigation of Report..... 63
 Discrimination..... 64
Distance Learning (All Grade Levels)..... 64
Texas Virtual School Network (TXVSN) (Secondary Grade Levels)..... 64
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)..... 65
 School Materials..... 65
 Nonschool Materials..... 65
 From Students..... 65
Dress and Grooming (All Grade Levels)..... 65
 Dress Code - Banquets/Special School Events..... 68
Electronic Devices and Technology Resources (All Grade Levels)..... 68

Christoval ISD Student Handbook

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices..... 68

Instructional Use of Personal Telecommunications and Other Electronic Devices..... 69

Acceptable Use of District Technology Resources.....69

Unacceptable and Inappropriate Use of Technology Resources..... 69

End-of-Course (EOC) Assessments..... 70

Emergent Bilingual Students (All Grade Levels)..... 70

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)..... 70

Standards of Behavior.....72

Offices and Elections..... 72

Clarification of Athletic Period (Secondary Grade Levels Only)..... 72

Fees (All Grade Levels)..... 73

Final Exams/Exemptions (Secondary Grade Levels Only)..... 74

Who Can Exclude Final Exams.....74

Requirements..... 74

Fundraising (All Grade Levels)..... 74

Gang-Free Zones (All Grade Levels)..... 74

Gender-Based Harassment..... 74

Grade-Level Classification (Grades 9-12 Only)..... 74

Grading Guidelines (All Grade Levels)..... 75

Graduation (Secondary Grade Levels Only)..... 75

Requirements for a Diploma..... 75

Testing Requirements for Graduation..... 76

Early Graduation..... 76

Texas First Early High School Completion Program..... 77

Foundation Graduation Program..... 77

Credits Required..... 78

Available Endorsements..... 79

Financial Aid Application Requirement..... 80

Personal Graduation Plans..... 80

Available Course Options for All Graduation Programs..... 81

Certificates of Coursework Completion..... 81

Students with Disabilities..... 81

Graduation Ceremony..... 82

Graduation Exercises..... 82

Graduation Dress Code..... 82

Graduation Speakers..... 83

Graduation Expenses..... 83

Scholarships and Grants..... 83

FAFSA Prerequisite to Graduation..... 83

Christoval ISD Student Handbook

Harassment..... 84

Hazing (All Grade Levels)..... 84

Health – Physical and Mental..... 85

 Illness (All Grade Levels)..... 85

 Immunizations (All Grade Levels)..... 85

 Lice (All Grade Levels)..... 86

 Medicine at School (All Grade Levels)..... 87

 Asthma and Severe Allergic Reactions..... 87

 Unassigned Epinephrine Auto-Injectors..... 88

 Unassigned Medication for Respiratory Distress..... 88

 Unassigned Opioid Antagonists (All Grade Levels)..... 88

 Steroids (Secondary Grade Levels Only)..... 89

 Psychotropic Drugs..... 89

Homework (All Grade Levels)..... 89

Mental Health Support (All Grade Levels)..... 89

Physical Activity Requirements..... 90

 Elementary School..... 90

 Junior High/Middle School..... 90

 Temporary Restriction from Participation in Physical Education..... 90

 Physical Fitness Assessment (Grades 3-12)..... 91

 Physical Health Screenings/Examinations..... 91

 Athletics Participation (Secondary Grade Levels Only)..... 91

 Spinal Screening Program..... 91

 Other Examinations and Screenings (All Grade Levels)..... 92

 Special Health Concerns (All Grade Levels)..... 92

 Bacterial Meningitis (All Grade Levels)..... 92

 Diabetes..... 93

 Food Allergies (All Grade Levels)..... 93

 Seizures (All Grade Levels)..... 94

 Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)..... 94

 Health-Related Resources, Policies, and Procedures..... 94

 Physical and mental Health Resources (All Grade Levels)..... 94

 Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)..... 94

 School Health Advisory Council (SHAC) (All Grade Levels)..... 95

 Student Wellness Policy/Wellness Plan (All Grade Levels)..... 96

Law Enforcement Agencies (All Grade Levels)..... 96

 Questioning of Students..... 96

 Students Taken into Custody..... 96

 Notification of Law Violations..... 97

Christoval ISD Student Handbook

Leaving Campus (All Grade Levels)..... 97
 During Lunch..... 98
 At Any Other Time During the School Day..... 99
Library (All Grade Levels)..... 99
Lockers (All Grade Levels)..... 99
Lost and Found (All Grade Levels)..... 100
Makeup Work (All Grade Levels)..... 100
 Makeup Work Because of an Absence (All Grade Levels)..... 100
 DAEP Makeup Work..... 100
 Elementary School Grade Level..... 100
 Grades 6-12..... 100
 In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work
 (All Grade Levels)..... 101
 Alternative Means to Receive Coursework..... 101
 Opportunity to Complete Courses..... 101
Nondiscrimination Statement (All Grade Levels)..... 101
Parent and Family Engagement (All Grade Levels)..... 102
 Working Together..... 102
Parking and Parking Permits (Secondary Grade Levels Only)..... 103
Pledges of Allegiance and a Minute of Silence (All Grade Levels)..... 104
Prayer (All Grade Levels)..... 104
Promotion and Retention..... 104
 Repeating Prekindergarten-Grade 8 at Parent Request..... 104
 High School Grade Levels..... 104
 Repeating a High School Credit Course..... 105
Release of Students from School..... 105
Remote Instruction..... 105
Report Cards/Progress Reports and Conferences (All Grade Levels)..... 105
Required State Assessments..... 106
 STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8 106
 Standardized Testing for a Student Enrolled Above Grade Level..... 106
 High School Courses End-Of-Course (EOC) Assessments..... 106
 Requesting Administration of STAAR/EOC in Paper Format (All Grade
 Levels)..... 107
 Standardized Testing for a Student in Special Programs..... 107
 Failure to Perform Satisfactorily on STAAR or EOC..... 107
 Personal Graduation Plans – Middle School Students..... 108
Retaliation..... 108
Safety (All Grade Levels)..... 108
 Accident Insurance..... 109
 Insurance for Career and Technical Education (CTE) Programs..... 109

Christoval ISD Student Handbook

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies....	109
Preparedness Training: CPR and Stop the Bleed.....	109
Emergency Medical Treatment and Information.....	109
Emergency School Closing Information.....	110
SAT, ACT, and Other Standardized Tests.....	110
Schedule Changes (Middle School and High School Grade Levels).....	110
School Facilities.....	110
Asbestos Management Plan (All Grade Levels).....	111
Food and Nutrition Services (All Grade Levels).....	111
Cafeteria Guidelines.....	112
Meal Prices.....	113
Vending Machines (All Grade Levels).....	113
Pest Management Plan (All Grade Levels).....	113
School-Sponsored Field Trips (All Grade Levels).....	114
Searches and Investigations (All Grade Levels).....	114
Searches in General (All Grade Levels).....	114
District Property (All Grade Levels).....	115
Metal Detectors (All Grade Levels).....	115
Telecommunications and Other Electronic Devices (All Grade Levels).....	115
Trained Dogs (All Grade Levels).....	116
Drug Testing (Secondary Grade Levels).....	116
Vehicles on Campus (Secondary Grade Levels).....	116
Sexual Harassment.....	116
Special Programs.....	116
Special Education.....	116
Section 504/Title IX.....	117
English as a Second Language.....	117
Gifted and Talented Students.....	117
Accelerated or Intensive instruction/Students At-Risk.....	118
Standardized Testing.....	118
SAT/ACT (Scholastic Aptitude Test and American College Test).....	118
TSI (Texas Success Initiative) Assessment.....	118
STAAR (State of Texas Assessments of Academic Readiness).....	119
Special Programs.....	119
Student Responsible Use Policy.....	119
Section I: Educational Purpose.....	119
Section II: Internet and Network Access.....	120
Section III: Expectations for Student Use.....	120
Personal Safety.....	120
Illegal Activities.....	121
System Security.....	121

Christoval ISD Student Handbook

Inappropriate Language.....	121
Respect for Privacy.....	121
Respecting Resource Limits.....	122
Plagiarism and Copyright Infringement.....	122
Inappropriate Access to Material.....	122
Section IV: Student Rights.....	123
Free Speech.....	123
Search and Seizure.....	123
Due Process.....	123
Limitation of Liability.....	123
Personal Responsibility.....	124
Section V: School Issued Chromebooks (1:1).....	124
Purpose.....	124
General Procedures.....	124
Using Your Chromebook at School.....	125
General Procedures.....	126
General Guidelines.....	126
Privacy and Safety.....	127
Legal Property.....	127
Damage to CISD Issued Chromebook.....	127
E-mail Electronic Communication.....	128
At Home Use.....	128
Technology Donation Plan.....	128
Acceptable Equipment Requirements.....	128
Placement of Equipment.....	129
Donation Follow-up.....	129
Summer School (All Grade Levels).....	129
Credit Recovery.....	129
General Guidelines.....	129
Credit Recovery Progress/Grades.....	130
Grade Redemption.....	131
Failure of a Course Due to Failure of Semester Exam Options.....	131
Tardies (All Grade Levels).....	131
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).....	131
Transfers (All Grade Levels).....	132
Transportation (All Grade Levels).....	132
School-Sponsored Trips.....	132
Buses and Other School Vehicles.....	132
Steps and Consequences for Improper Conduct on the School Bus.....	134
Unsupervised Activities (High School Only).....	134

Vandalism (All Grade Levels).....	135
Video Cameras (All Grade Levels).....	135
Visitors to Schools (All Grade Levels).....	135
General Visitors.....	135
Unauthorized Visitors.....	136
Visitors Participating In Special Programs for Students.....	136
Business, Civic, and Youth Groups.....	136
Career.....	136
Volunteers (All Grade Levels).....	136
Voter Registration (Secondary Grade Levels Only).....	137
Withdrawing From School (All Grade Levels).....	137
Glossary.....	137
Appendix: Freedom from Bullying Policy.....	141

Vision

Christoval ISD students, in partnership with staff, community, and parents, will:

- Be role models for fellow students and citizens by having respect for others, exercising self-discipline, living by “The Golden Rule” and demonstrating a love of God and country.
- Recognize, utilize and take care of all the resources the school district provides.
- Strive to optimize their educational experience by not only giving their best effort in academics, but also volunteering in the community, maintaining physical fitness, participating in athletics when able and interested, engaging in extracurricular activities and pursuing constructive interests outside the classroom.
- Engage their parents, peers and teachers in their lives, helping to enrich themselves and those around them.

Mission

The mission of Christoval ISD is to ***empower students to be productive and successful citizens by instilling self-sufficiency and integrity.***

Priority Performance Goals

All Christoval ISD students will be offered an exciting, rigorous, and relevant educational experience.

Ensure that all Christoval ISD staff members are proficient and effective in the use of current and relevant instructional techniques.

All Christoval ISD students will be educated in learning environments that are safe, drug free, and conducive to learning.

Long Term Performance Goals

Make the best use of federal, state, local revenue, and outside funds.

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Christoval 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 Christoval ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.christovalisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at any campus office or the administration building.

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.christovalisd.org.

The policy manual includes:

Christoval ISD Student Handbook

- 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:

Carla Barron	Casey Otho	Sandy Wellmann
Elementary Principal	Middle School Principal	High School Principal
20000 Rudd St.	20454 Ranch Road 2084	20454 Ranch Road 2084
carla.barron@christovalisd.org	casey.otho@christovalisd.org	sandy.wellmann@christovalisd.org
(325) 896-2446	(325) 896-7282	(325) 896-7204

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):

- Acknowledgement 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 20 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 21 for more information.]

Accessibility

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

Tambra Hollway
Director of Special Programs/PEIMS
20454 Ranch Road 2084
tambra.hollway@christovalisd.org
(325) 896-7215

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 56 and FNG(LOCAL).

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

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

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 17.]

Consent Before Human Sexuality Instruction

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

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

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

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

Annual Notification

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 56 and policy FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 16; **Dating Violence** on page 61; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 45]

Consent to Provide a Mental Health Care Service

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

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

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

The school counselor can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support** on page 89.]

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
- Other original works

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

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

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

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

State law permits the school to make a video or voice recording without parental permission when it:

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

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

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

Opting Out of Advanced Mathematics in Grades 6-8

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

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

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

Prohibiting the Use of Corporal Punishment

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

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

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

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.

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

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students 16 within the scope of professional responsibilities, as described by district guidelines.

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

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

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

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

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for the school year. 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.

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

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

[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
- Telephone listing

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

[Participation in Third-Party Surveys](#)

[Consent Required Before Student Participation in a Federally Funded Survey](#)

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

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

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent

- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

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

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination 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
- Instructional material used as part of the educational curriculum

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

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.
- A specific recitation from the Declaration of Independence for students in grades 3-12.

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

- A parent provides a written statement requesting that his or her child be excused.
- The district determines that the student has a conscientious objection to the recitation.
- 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 104 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. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

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

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- 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.

The school may also offer tutorial services, which students whose grades are below 70 will be required 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 118 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

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

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

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

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

District Review of Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records 20
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- 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 20, 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.
- [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.

U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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

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

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

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

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

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals. FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program 21 for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- 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
- 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:

Christoval ISD Student Handbook

- 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 20 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.

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:

Carla Barron	Casey Otho	Sandy Wellmann
Elementary Principal	Middle School Principal	High School Principal
20000 Rudd St.	20454 Ranch Road 2084	20454 Ranch Road 2084
carla.barron@christovalisd.org	casey.otho@christovalisd.org	sandy.wellmann@christovalisd.org
(325) 896-2446	(325) 896-7282	(325) 896-7204

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 the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 105, **Complaints and Concerns** on page 56, 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.christovalisd.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 or discipline of his or her certification.

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact)

(<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>)

entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement

Christoval ISD Student Handbook

- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

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

- Called to active duty
- On leave
- Returning from 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 (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) 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 decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

The board may transfer a student who has engaged in bullying to another classroom. The district will consult with the parent about the transfer before it is accomplished.

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

[See **Bullying** on page 42, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

If another student in the district is convicted of committing continuous sexual abuse of a young child or children or convicted and placed on deferred adjudication for a sexual assault or aggravated sexual assault against your child (see definitions in the Student Code of Conduct), you may request that your child be transferred to a neighboring school district, and the request will be granted. We will not provide transportation to the new campus. If you do not want to transfer your child, we will take appropriate steps regarding the other student to ensure that both students are not assigned to the same campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

Student Use of a Service/Assistance Animal

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

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

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

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

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

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

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

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

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

[See **Credit by Examination for Advancement/Acceleration** on page 60 and **Course Credit** on page 60.]

A Student Who Is Homeless

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

Please also check the campus website for information related to services available in the area that can help families who are homeless.

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
- Graduation requirements

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

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

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

Candace Munoz is our liaison for services to students who are determined to be homeless, as defined by federal law. If you believe your child may be eligible for services or assistance, contact Candace Munoz at (325) 896-2355 or by email at candace.munoz@christovalisd.org.

[See **Credit by Examination for Advancement/Acceleration** on page 60 and **Course Credit** on page 60.]

[A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services](#)

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

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

Elementary: Mrs. Jill Novak (325) 896-2446

Middle/High School: Mrs. Candace Munoz (325) 896-2355

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). 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).

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:

Tambra Hollway

Director of Special Programs/PEIMS

20454 Ranch Road 2084

tambra.hollway@christovalisd.org

(325) 896-7215

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:

Tambra Hollway

Director of Special Programs/PEIMS

20454 Ranch Road 2084

tambra.hollway@christovalisd.org

(325) 896-7215

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
- 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:

Tambra Hollway

Director of Special Programs/PEIMS

20454 Ranch Road 2084

tambra.hollway@christovalisd.org

(325) 896-7215

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 35.]

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [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/>)

Notification of Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the

household be transferred to the same campus — if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

[A Student Who Speaks a Primary Language Other than English](#)

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students** on page 70 and **Special Programs** on page 119.]

[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 32 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 your campus administration at (325) 896-2520.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

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

Compulsory Attendance

Kindergarten

Students enrolled in 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.

Ages 19 and Older

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

Compulsory Attendance – Exemptions

All Grade Levels

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

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

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 28.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 115.

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 41.]

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.

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 verifies these activities to the district.

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

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

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

Compulsory Attendance – Failure to Comply

All Grade Levels

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

Students with Disabilities

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

Ages 6-18

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

The notice will:

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

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school.

The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Ages 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. We will work aggressively with local authorities to make sure that all students who are within compulsory attendance requirements come to school.

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.]

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completed makeup work, absences listed under **Compulsory Attendance – Exemptions** on page 41 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Saturday School

On Saturdays throughout the Spring semester, Christoval High School provides a central, dedicated location for students to earn redemption hours and credit recovery. Saturday School is open from 7:00 am - 11:00 am specifically for students needing to redeem credits and makeup attendance hours in order to earn high school credits. Saturday school teachers work with students needing assistance, as well as ensuring that our redemption students are using

their time productively. As stated on the Saturday school contract, students have other options for redeeming credits lost due to attendance, but this one is especially helpful because of the consistent availability.

Saturday School Expectations

Upon arrival, students must check in with the instructor. Not doing so can invalidate the earned horse for the specific day. Students must sign in and out every time he/she comes in or leaves the classroom (even to go to the restroom). Not signing in or out can invalidate the earned hours for the specific day.

Students must have his/her Saturday school form or make arrangements for the document.

Students must work with the assigned instructor. Students must be working on academic work. Sleeping, sitting, doing nothing, talking/playing on phone, playing computer games, etc. will not be allowed.

Students must follow all school rules and expectations. Saturday School for credit recovery, credit redemption, and attendance hour is a privilege. Any student not following the expectations may be asked to leave.

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9 a.m. at the Elementary Campus, and during every class period at the Secondary Campus.

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)

If a student is to be absent, regardless of the reason, a parent should notify the campus office to inform them of the absence. A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent explaining the reason for the child's absence within 5 days of the 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. The principal or someone acting for the principal will make the final decision whether an absence is classified as excused or unexcused.

If the child does not bring a signed note, the absence will be classified as unexcused. Students ordinarily will not be permitted to make up missed work for credit if the absence is unexcused.

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

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

Within 5 days of returning to school, a student who is absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student age 15 or older 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 student will receive a maximum of one excused absence to visit a driver's license office to obtain a driver's license and up to one excused absence to obtain a learner license. Absences will be excused upon presenting verification of their visit to the campus attendance official. The student will be expected to complete all make-up work in connection with their absence. 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 37 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Christoval 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:

Christoval ISD Student Handbook

- 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
- 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.christovalisd.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 \(https://tea.texas.gov/texas-schools/accountability/academicaccountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academicaccountability/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.

Bullying (All Grade Levels)

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

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

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

Christoval ISD Student Handbook

- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

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

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

Students in elementary grades will participate in:

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

Students in secondary grades will participate in:

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

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

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 school counselor.

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

A student may anonymously report an alleged incident of bullying through the StopIt (Anonymous Reporting) app located on the district website, www.christovalisd.org.

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

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

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

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

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to 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 29.]

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 29, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 61, **Hazing** on page 84, policy FFI, the district's Student

Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

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

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

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator. [See **Nondiscrimination Statement** on page 101 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 or any other school designated function, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

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

[See **Food Allergies** on page 93.]

Party Invitations

Party invitations may be given out in school **only if all** students in the class are invited to the party. Invitations should not be in envelopes. If a select group of students is invited, please mail or telephone the invitations. School personnel will not give out student telephone numbers or addresses.

Cheating/Plagiarism/Academic Dishonesty (All Grade Levels)

Copying another person's work, such as homework, class work, or a test, is a form of cheating. Plagiarism, which is the use as one's own of another person's original ideas or writing without giving credit to the true author, will also be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well, according to the Student Code of Conduct.

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

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

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused 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). A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior
- Withdrawal, depression, sleeping and eating disorders, and problems in school

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 61 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 17.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 17.]

[Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children](#)

Anyone who suspects that a child has been or may be abused, trafficked, 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).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect 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 sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The

Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County \(https://www.dfps.texas.gov/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp\)](https://www.dfps.texas.gov/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

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

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

- [Child Welfare Information Gateway \(https://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/childabuse.html\)](https://kidshealth.org/en/parents/childabuse.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: Human Trafficking in America's Schools \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

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

To be eligible for valedictorian or salutatorian honors, a student shall have been continuously enrolled in the district for the six semesters preceding graduation and shall have completed the Recommended or Distinguished Program for graduation. Calculations to determine valedictorian and salutatorian honors will be determined by taking the accumulated semester grades and then dividing by the number of courses for which semester grades were given through and including the fifth six-week grading period of their senior year. For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year. For clarification, (seniors taking DC courses) we will use the grade that is reported to the district by the institution conducting our Distance Learning (DC) course at the end of the fifth six-week grading period for the district and not at the end of the grading period for the institution, which may be at a later date. Class ranking and grade point averages shall include all coursework, whether failed or repeated. A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he or she actually graduates. A student, who completes the high school program requirements before the school year has ended, will not be

included in the class ranking or participate in senior class activities [See **Early Graduation** on page 76).

Under state law, students who are ranked in the top 10% of their graduating class are generally eligible for automatic admission to all Texas state colleges and universities, including The University of Texas system and the Texas A&M University system. All valedictorians, regardless of class size, are guaranteed automatic admission to all state-funded universities in Texas. For students eligible to enroll at the University of Texas at Austin during the summer or fall of 2025 term, the University will automatically admit all eligible applications who are within the top 6% of their high school graduating classes. The school counselor will provide more detailed information about this opportunity during a student's first year of high school, including information about eligibility for financial aid. Please contact the school counselor at any time for information.

Rank in class for purposes of determining which students are in the top 10% of their graduating class will be calculated at the end of the 11th grade, middle of the 12th grade, and at high school graduation. Students will use the latest ranking in relation to their college application deadlines. The number of students in the top 10% for automatic admission to a Texas college will not exceed the mathematical calculation of 10% of the number of students in the graduating class.

Christoval High School will use a weighted 4.0 / 5.0 grade point/grade average system that is designed to recognize the relative difficulty and effort required for each course. The additional grade point/points on the grade are used solely for ranking purposes and will not be reflected in the grades recorded on the student's report card or official transcript (Academic Achievement Record). Grade Point Averages will be calculated at the end of the fifth six weeks of the 12th grade year for the **FINAL** Grade Point Average and Valedictorian and Salutatorian awards.

Courses

All courses will be included in class ranking except for the following:

- Correspondence Credits for High School credit only,
- Credit by Exam (with or without prior instruction),
- Summer School Credits,
- Courses where credit is only a pass/fail grade,
- Courses not recognized by TEA,
- Courses taken for local credit only,
- Self-paced courses,
- Courses completed in a non-accredited instructional setting
- Aide – Teacher, Office, School Counselor, Library

We use a weighted grade point/grade average system that is designed to recognize the relative difficulty and effort required for the course. The additional grade point(s) on the grade are used solely for ranking purposes and will not be reflected in the grades recorded on your child's official transcript or Academic Achievement Record.

Weights

The following courses will be weighted on the 5.0 grade point/grade average scale in consideration of the relative difficulty and effort required to complete the coursework and will be referred to as “advanced courses”.

- **ONLY the following dual credit courses taken through ASU:**
 - ENGL 1301
 - ENGL 1302
 - ENGL 2322
 - ENGL 2326
 - HIST 1301
 - HIST 1302
 - POLS 1301
 - ECON 1301
 - MATH 1301
- Pre-Calculus
- Calculus
- Spanish III/IIII

Grading Scale

Numeric Grade	Advanced Courses	Regular Courses
100	5.0	4.0
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7
96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4.0	3.0
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1

Christoval ISD Student Handbook

80	3.0	2.0
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5
74	2.4	1.4
73	2.3	1.3
72	2.2	1.2
71	2.1	1.1
70	2.0	1.0
Below 70	0	0

Credits

Students may receive partial or whole credit for two semester courses. If the grade average of the two semesters is passing (70 or above), then the student receives credit for the whole year course.

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 110 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 [see **Foundation Graduation Program** on page 77]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who 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 48 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 75 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 29 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Angelo State University and Howard College, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The

FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 73 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 44 for information on CTE and other work-based programs.

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

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

Dual Credit Guidelines **Class of 2026**

Dual Credit is a great opportunity for students to earn college credit while still in high school. Christoval High School offers students the opportunity to receive dual credit in select courses via online classrooms or on the campus of CHS through Angelo State University or Howard College.

ENROLLMENT REQUIREMENTS:

- **Juniors (11th grade)**: Must meet one of the following criteria by the end of their sophomore year to be eligible. Dual credit gives high school students an opportunity to earn college credit while in high school.
 - TSI compliant – Students must successfully pass a TSI ELAR exam prior to registering to take dual credit courses.
 - Level III Advanced Performance on the End of Course English II exam.
- **Seniors (12th grade)**: Must meet one of the following criteria to be eligible:
 - Level III Advanced Performance on the End of Course English II exam for English Dual Credit
 - TSI compliant – Students must successfully pass a TSI ELAR exam prior to registering to take dual credit courses in the fall.
 - For math courses, students must be TSI Math compliant prior to registering for dual credit courses or Advanced Performance on End of Course Algebra I.

- Students must successfully complete all junior year dual credit courses to be eligible for dual credit his or her senior year.

GRADES AND COURSES:

- For students participating in the dual credit program, the following courses must be taken via **ANGELO STATE UNIVERSITY**:
 - ENGL 1301
 - ENGL 1302
 - ENGL 2322
 - ENGL 2326
 - HIST 1301
 - HIST 1302
 - POLS 1301
 - ECON 1301
 - MATH 1301
 - **English courses will be taught on the CHS campus with a face-to-face instructor. All other courses will be taught online.**
- Additional courses can be taken through ASU or Howard.
- Christoval High School will follow the grade recommendation of the college when credit is given for course completion.
- Students must earn at least a C (70) in their dual credit courses to receive high school credit.
- If a student fails/drops a dual credit course, they must retake the course or attend summer school to earn the high school credit.

ADDITIONAL INFORMATION:

- Dual Credit English/Language Arts: **Students who enroll in junior or senior level dual credit English will be enrolled for both the fall and spring semesters of the course.**
- If a student plans to only take one year of English dual credit, these courses need to be taken their senior year.
- Students must be on the Recommended or Distinguished Achievement graduation plan to participate in the dual credit program.
- Dual credit courses taken in the summer are not eligible for dual credit requirements on transcripts.

Weighted GPA and Grades

For students participating in the dual credit program, the following courses must be taken via **ANGELO STATE UNIVERSITY** and are the **ONLY** dual credit courses that will receive weighted GPA:

- ENGL 1301
- ENGL 1302
- ENGL 2322
- ENGL 2326
- HIST 1301

- HIST 1302
- POLS 1301
- ECON 1301
- MATH 1301

Christoval High School will follow the grade recommendation of the college when credit is given for course completion.

Students must earn at least a C (70) in their dual credit courses to receive high school credit.

If a student fails/drops a dual credit course, they must retake the course or attend summer school to earn the high school credit.

Communications (All Grade Levels)

Parent Contact Information

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

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

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by emailing or contacting the campus registrar:

Tambra Hollway

Director of Special Programs/PEIMS

20454 Ranch Road 2084

tambra.hollway@christovalisd.org

(325) 896-7215

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 108 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 108 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 at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.christovalisd.org. The complaint forms can be accessed at the principal's or superintendent's office.

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

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

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

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.christovalisd.org and the coordinator for each campus is listed below:

Carla Barron	Casey Otho	Sandy Wellmann
Elementary Principal	Middle School Principal	High School Principal
20000 Rudd St.	20454 Ranch Road 2084	20454 Ranch Road 2084
carla.barron@christovalisd.org	casey.otho@christovalisd.org	sandy.wellmann@christovalisd.org
(325) 896-2446	(325) 896-7282	(325) 896-7204

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.

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 from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Use of Hallways During Class Time (All Grade Levels)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct. Horseplay or conduct that violates the Student Code of Conduct is not permitted in the hallways.

Meeting of Non-Curriculum-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.

Classroom Rules and Expectations (Secondary Grade Levels Only)

Students are expected to comply with the following rules and expectations:

- Always address a teacher/administrator/substitute as "Sir" or "Ma'am."

- Keep your cell phone and personal digital devices off and out of sight at all times.
- Arrive on time for class.
- Follow the dress code of the school.
- Do not cheat or copy other people's work.
- Complete all assignments.
- Listen to the teacher/administrator/substitute when being spoken to.
- Respect everyone in the class.
- Keep your hands, feet, and objects to yourself.
- Respect the school property.
- Keep your language clean and appropriate for the classroom setting.

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
- 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
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

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

Academic Counseling

Elementary and Middle School Grade Levels

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

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

High School Grade Levels

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

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

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

- The importance of postsecondary education

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

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

[See **Scholarships and Grants** on page 83 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. 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 89, **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 45, and **Dating Violence** on page 61.]

Course Credit (Secondary Grade Levels Only)

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

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

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

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

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 63. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person’s past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student’s family members, or members of the student’s household
- Destroying property belonging to the student

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. The counselor's office has information about the dangers of dating violence and resources for seeking help. For more information on dating violence, see:

- Texas Attorney General's Office [Recognizing and Responding to Dating Violence Flier](https://www.texasattorneygeneral.gov/sites/default/files/files/childsupport/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/childsupport/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** on page 17.]

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

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

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 42]

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

Investigation of Report

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

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 61.]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are through Howard College.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in

the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction** on page 105.]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 70.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the school principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

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

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

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

Nonschool 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 oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The Superintendent has designated each campus as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to

disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

Dress and Grooming (All Grade Levels)

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

<p>APPROPRIATE ATTIRE ALL STUDENTS</p>	<p>All students will exemplify grooming standards that project a positive image for the student, school, and district. All students must wear clean clothing that is not torn or damaged. Shirts and blouses must be buttoned and cut as to not show cleavage or the midriff area. All students must wear shoes and appropriate undergarments. Pants/shorts must be worn at waist level. Pants must be worn up and over the hips and will not be allowed to sag. Students are not allowed to wear jeans, pants, or shorts with holes, frayed areas, etc. above the fingertips unless these areas are covered with fabric. No clothing made of any see-through material, fish net, or very loosely woven fabric is permitted unless other clothing is worn underneath. Shorts must be longer than thumb-tip length at the shortest length of the garment. Dresses and skirts must be finger-tip length at the shortest length of the garment. Dresses, skirts, and shirts/tunics/blouses worn over yoga pants (flared leggings), leggings, jeggings, tights, exercise/training sportswear, or excessively tight pants must be longer than thumb-tip length at the shortest part of the garment. Hair must be clean, neatly groomed, and a natural color (no tinsel).</p> <p>Men: Clean shaven at all times with side burns no longer than the bottom of the ear lobe, and no wider than one inch. Hair must be neat, clean, and well groomed, off the collar, and should be cut out of the student’s eyes (when straightened). “Styling” hair out of the eyes is not acceptable. No mohawks or ponytails allowed. Hairstyle determined by administration to be a distraction (e.g. designs cut into hair) will not be permitted. No visible tattoos!</p>
<p>INAPPROPRIATE OR UNACCEPTABLE ATTIRE ALL STUDENTS</p>	<p>The following clothing and accessories are inappropriate attire for any student at school or a school-related or sanctioned activity:</p> <ul style="list-style-type: none"> ● Shorts are not to be shorter than thumb-tip length at the shortest part of the garment. ● Pants must be free of holes, rips or tears above fingertips. ● Dresses and skirts are not to be shorter than finger-tip length at the shortest part of the garment. ● NOT PERMITTED: <ul style="list-style-type: none"> ○ Pants worn below the natural waistline ○ Sagging, bagging, or extremely loose pants ○ Shirts or blouses that reveal undergarments or cleavage ○ Midriff length tops that leave exposed skin ○ Halter tops

Christoval ISD Student Handbook

	<ul style="list-style-type: none"> ○ Exposed undergarments ○ Bedtime attire, pajamas, undershirts, or undergarments worn as outerwear (e.g., boxer shorts) ○ Form fitting apparel (apart from denim jeans with pockets) ○ Yoga pants, tights, jeggings (unless they are work with a dress code appropriate shirt/blouse that comes to thumb-tip length at the shortest part of the garment) ○ Clothing made of any see-through material, fish net, or very loosely-woven fabric (unless other clothing is worn underneath) ○ Shirts or blouses that are split up the side such that the vent or split is unfinished or extends above the natural waistline ○ Muscle shirts ○ Shirts with oversized armholes ○ Backless shirts, blouses, or tops ○ House shoes ○ Sunglasses worn inside a school building ○ Caps or hats worn inside a school building
<p>CLOTHING WITH WORDS OR PICTURES</p> <p>ALL STUDENTS</p>	<p>Clothing worn at school or school-related or sanctioned activities may not display printed statements or pictures:</p> <ol style="list-style-type: none"> 1. That are vulgar or obscene; 2. That are related to or depict sexual activity; 3. That promote hate or violence in general or are directed at any specific person or group of persons; or 4. That are related to or depicts the use of drugs, alcohol, or tobacco.
<p>JEWELRY, TATTOOS, BODY PIERCING</p> <p>ALL STUDENTS</p>	<p>Students may not wear on the outside of their clothing any jewelry or similar artifacts that are obscene, distracting, or that are likely to cause disruption to the educational environment.</p> <p>Students may not wear facial jewelry of any kind, other than non-distracting earrings worn on the earlobe. Males may not wear earrings or spiked jewelry.</p> <p>Any body piercings or tattoos, including temporary tattoos, must be covered at all times while students are under the school's jurisdiction.</p>
<p>GANG ATTIRE AND GROOMING</p> <p>ALL STUDENTS</p>	<p>Clothing, grooming, or any attire that identifies or connects a student with a gang is prohibited. The principal will maintain and regularly update a list of clothing, grooming, and other attire that has been identified as gang-related and will make the list available to teachers and parents for review.</p>
<p>PRINCIPAL'S AUTHORITY</p>	<p>The principal will determine if clothing or attire not addressed in this policy creates a distraction to the educational process and may prohibit that clothing or attire for his or her campus. Administrators have the discretion to determine the appropriateness of dress and grooming and to make special exceptions, including for religious or medical necessities.</p>

Students should remember that any time they are expected to travel on field trips, attend extracurricular activities, or any other school sponsored trip or activity, they will have to conform to a dress code specified by the principal, teacher, or coach.

A student should remember that, before wearing something that might be questionable, check with the principal. The principal is the final authority on all dress code issues.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time. He or she may be placed in in-school suspension until the student is in compliance. The school will make efforts to notify the parent as soon as possible. If the student changes clothes or otherwise comes into compliance with the dress and grooming standards, the student will return to regular classes immediately.

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

Dress Code - Banquets/Special School Events

The general school dress code is still in effect for most attire except for the fact that these occasions are considered "semi-formal" events. Students should check with sponsors or the principal as to the approved attire for these events.

Students and parents at all grade levels should understand that because of our changing styles and fashions, it may become necessary for the principal to make changes in current dress code requirements. These changes may take place at any time during the school year. Any changes that occur will always reflect the high standards and expectations of our school community.

Electronic Devices and Technology Resources (All Grade Levels)

School telephones are for school business use. Students will be permitted to use school telephones only for emergencies and only with permission from office personnel.

Parents sometimes find that emergencies arise requiring a telephone message to the child. The secretary will deliver messages of this kind. However, parents are urged to make arrangements for lunches, transportation requests, dental appointments, meeting dates, etc., before school and to confine messages to **emergencies only**.

In an effort to create more responsibility in our children, students should not call home during the school day requesting parents to bring a library book, musical instrument, homework, etc. Parents should make every effort to help their children remember all items they need for school.

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

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing.

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 131 for graphing calculator applications on computing devices.]

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. Students using any device capable of capturing an image in the locker room or restroom may result in ISS.

If a student uses a telecommunications device (or other applicable electronic or imaging device) without authorization during the school day, the device will be confiscated. A parent or guardian must pick up the confiscated telecommunications device from the office at the end of the instructional day. Multiple offenses may result in further disciplinary action in accordance with the Student Code of Conduct.

The district removed “Bring Your Own Technology” (BYOT). No outside devices will be allowed.

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers. Earbuds/airpods of any kind are prohibited.

Without such permission, teachers will collect the items and turn them in to the principal’s office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 114 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

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

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 75 and **Standardized Testing** on page 118.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC.

However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English.

Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 118, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

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

Christoval ISD offers a variety of school-related extracurricular activities and encourages students to participate in those that are of interest to them. Some activities are closely related to subjects taught in the curriculum while others help students build leadership skills. All of the academic, athletic and sports teams that participate in University Interscholastic League (UIL) athletic competition are extracurricular, as is the Marching Band, cheerleading, and drill team or pep squad. Although most extracurricular activities are designed for secondary students, those in grades 7 to 12, we encourage elementary age students to participate in UIL Academic activities and competitions.

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an advanced placement or international baccalaureate course or in an honors or dual credit course in English language arts, math, science, social studies, or a language other than English. Students who are ineligible because of one or more grades below 70 including Incomplete Grades will be allowed to practice or rehearse during a suspension, but

cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

Many of our approved extracurricular activities have standards of conduct, dress, and grooming that are stricter than those that apply to all students. You and your child will be informed of those rules at the beginning of the semester, school year, or activity and will be asked to sign a form acknowledging that you are aware of those standards and know that violation of those standards will result in suspension or removal from the activity. These additional rules are authorized by the school board, which has delegated to the superintendent the authority to approve them.

Our secondary schools have established a limited open forum that permits students to meet on school premises during non-instructional time before or after school in groups that are not related to the curriculum. Meetings of these groups must be student-initiated and student-run. School employees cannot be sponsors of these groups, and adults from outside the school system cannot direct, conduct, control, or regularly attend these meetings.

The district shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of 15 extracurricular absences prior to post-district competition; however, a student shall be allowed unlimited absences for participation in post-district or state competition.

Any student who participates in a school activity must be in school at least one-half day prior to participation in the activity unless a situation arises that the principal deems uncontrollable and he/she suspends this rule.

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 132.]

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

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

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), 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 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.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include, but are not limited to: National Honor Society, Student Council, FFA, DECA, Class Officers, and Spanish Club.

Clarification of Athletic Period (Secondary Grade Levels Only)

The athletic period is only for students who are participating in any of the sports offered at Christoval ISD. Any student wishing to participate in any sport at Christoval ISD **must** be in the Athletic Period.

Any athlete wishing to join or quit athletics must meet with the Athletic Director before the counselor will make any changes to his/her schedule.

Students in individual sport(s) only may earn up to 2.0 P.E. credits at the discretion of the coach and the high school administration.

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.

Christoval ISD Student Handbook

- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- 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 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 132.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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.]

Final Exams/Exemptions (Secondary Grade Levels Only)

The exam incentive guidelines are designed to encourage good attendance, high academic achievement, and appropriate behavior in the classroom. All students are required to take each exam, but a student has an opportunity to waive all final exams.

Who Can Exclude Final Exams

All students may exclude finals each semester if they meet the requirements listed below.

Requirements

The following requirements must be met in order for a student to be exempt from a final exam:

1. Overall Attendance

2. High Academics
3. Appropriate Behavior
 - a. A student may not have more than 1 detention for the semester
 - b. May not have any ISS, OSS, or DAEP placements
4. Good standing with cafeteria, library, technology, extracurricular activities, etc.
 - a. Students must not have outstanding fines for any department.

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 61.]

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	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 (for example, letter grades, numerical averages, checklist of required skills, and the like)

- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence

[See **Report Cards/Progress Reports and Conferences** on page 105 for additional information on grading guidelines.]

Administrators and teachers will determine when extenuating circumstances deem it necessary for individual students to redo or correct assignments for any reason. It may also be determined necessary for opportunity for class assessments to be redone or corrected based on a variety of circumstances. Opportunity to redo or correct assignments based on lack of student preparation, student completion or work, etc. will not be allowed unless deemed appropriate by the teacher.

The minimum number of grades in a class may be reduced in a six weeks for certain circumstances. These circumstances may include, but are not limited to a shortened six weeks grading period, projects that limit assignments during a grading period, etc. Teachers will make this determination to benefit the class as a whole and will communicate such changes to the students when it occurs.

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)
- 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's participation outside normal school operating times.

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

[See **Standardized Testing** on page 118.]

Early Graduation

Per Education Code 26.003 and CISD Board Policy FMH (Legal), students are allowed to graduate early, at a date prior to the end of the regular school year. A student who graduates early will be allowed to participate in the commencement ceremony held in the spring following the completion of all graduation requirements. At the time a student declares intent to graduate early, the student and parent must complete this Early Graduation Agreement. A student wishing to graduate early should also be made aware that he or she will forfeit all senior class activities including but not limited to prom, on-campus senior parties, elementary luncheon, and other activities that arise.

Students who would like to complete high school in three years are given the opportunity through early graduation. Letters of intent for this option are **due by the last school day of the school year preceding the proposed graduation date.** Students and parents are asked to consider these options very carefully, plan far in advance, and meet with the student's school counselor. Principal approval is required. All early graduation coursework must be completed on the Christoval High School campus.

Texas First Early High School Completion Program

A student who graduates early through the Texas First Early High School Completion Program is considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

Eligible students must demonstrate college readiness in academics and attitude. Eligibility requirements include the following:

- Texas residency
- FAFSA or TASFA completion
- At least 22 high school credits

- Final GPA equivalent of 3.0 or higher on a 4.0 scale
- Overall score in at least the 80th percentile on one or more of the following assessments:
 - ACT
 - SAT
 - PSAT/NMSQT
 - TSIA/TSIA2
 - GED, or
 - Alternatively a GPA in the top 10 percent of the student's class
- Completion of the STAAR EOC exams in English I or II, Algebra I, and Biology, or completion of eligible substitute assessments
- Demonstration of mastery in each subject area of English/Language Arts, Mathematics, Science, Social Studies, and a language other than English

Students should contact their counselor to learn more about this program and verify their eligibility.

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

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

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for

outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student’s completion of the distinguished level of

achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.

- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

Financial Aid Application Requirement

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

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

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

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

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite

- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- 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 \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/teabrochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/teabrochures).

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 be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

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

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

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

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

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

Graduation Ceremony

Proper behavior is expected from Christoval High School students at all times. Graduates are reminded that they are subject to the same rules and regulations while on school property or participating in any school activity. CHS has a reputation for outstanding commencement ceremonies. Proper behavior and decorum is expected at all times. Graduates are expected to take pride in continuing this tradition and honor this special occasion. A student who decides to do something that is inappropriate or draws attention to themselves will not receive a diploma or transcript. The principal will hold the graduate's diploma and/or transcript until he/she has met with the principal and completed community service hours or similar punishment.

Graduation Exercises

Graduation exercises are held at the end of the school year. Students who have satisfactorily completed all coursework requirements for graduation but have failed to meet applicable exit-level testing requirements shall be allowed to participate in commencement activities and

ceremonies. All students who have completed all graduation requirements, whether in three years or four years, or receiving a diploma (including passing the requisite number of end-of-course examinations or fulfilling requirements established by an Individual Graduation Committee) are eligible to participate in graduation exercises. Official diplomas are distributed at the graduation ceremony. If a graduating student chooses not to participate in the graduation exercises, his/her diploma must be picked up from the high school office during office hours following the graduation ceremony.

Participation in graduation exercises is a privilege, not a right, and students who do not comply with dress, grooming, and conduct standards for the ceremony will be removed from the ceremony. Graduating students who were assigned to the district's Discipline Alternative Education Program (DAEP) through the end of the school year and successfully completed their term of assignment in DAEP without further disciplinary action will be allowed to take part in graduation ceremonies. That decision rests with the principal and cannot be appealed. See the Student Code of Conduct for additional information.

The graduation ceremony is a solemn event commemorating a milestone achievement in the lives of our graduates. The planning and execution of the ceremony is under the joint control of the graduating class and the administration, and the administration will exercise editorial review and approval of the speeches and other comments to be delivered by the Valedictorian, Salutatorian, and any other student(s).

Graduation Dress Code

Ladies find it more practical to wear a simply-styled, lightweight dress without a high neckline or excessive skirt fullness. You are instructed to wear dark dress shoes. Boots are not allowed. Extreme high heels should be avoided as there will be steps and different ground levels to navigate. No dress attire should show under the bottom of the gown.

Gentlemen must be free of facial hair. You are instructed to wear dark dress pants, a white dress shirt, dark tie, dark socks, and dark dress shoes or dark polished dress boots.

Graduation Speakers

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

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

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

[See **Student Speakers** on page 129 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 73.]

Scholarships and Grants

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

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 51 for more information.

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

FAFSA Prerequisite to Graduation

Before a student can graduate from high school, he/she must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). A student will be exempted from this requirement if the student's parent or other person standing in parental relation submits a signed form indicating that the student is authorized to decline to complete and submit the financial aid application. A school counselor, in his/her own discretion, may exempt a student from this requirement. A student may also submit a signed form declining completion of the financial aid application if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Chapter 31 of the Texas Family Code. The District has made available to parents and students a standard form for declining completion of the financial aid application.

To confirm that your student has completed and submitted the required applications for FAFSA, your student must provide one of the following:

- Date included in the "FAFSA Process Date" field in ApplyTexas Counselor Suite FAFSA data;
- Notification from USDE that demonstrates a student has completed and submitted a FAFSA, such as an email confirmation of submission; or
- Alternate proof of FAFSA completion that may be provided by a student based on the local policy developed by a district or charter school. Some examples may include:
 - Screenshot of FAFSA submission acknowledgement page
 - Financial aid award letter from an Institution of Higher Learning
 - Other, as established by local policy

To confirm that your student has completed and submitted the required applications for TAFSA, your student must provide one of the following:

- Acknowledgement of receipt from an Institution of Higher Learning;

- Copy of signature page;
- Screenshot of TAFSA submission acknowledgement page (from those institutions that offer and electronic form); or
- Other, as established by local policy

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 61.]

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
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

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

[See **Bullying** on page 42 and policies FFI and FNCC for more information.]

Health – Physical and Mental Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day. State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse. If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

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

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

Immunizations (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 \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facilityimmunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facilityimmunization/texas-immunization-exemptions) online or by writing to this address:

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

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

The immunizations required are:

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

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 92.

[See the [DSHS's Texas School & Child Care Facility Immunization Requirements](https://www.dshs.texas.gov/immunizations/school/requirements) (<https://www.dshs.texas.gov/immunizations/school/requirements>) 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.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the [Centers for Disease Control and Prevention's website Head Lice Information for Parents](https://www.cdc.gov/parasites/lice/head/parents.html) (<https://www.cdc.gov/parasites/lice/head/parents.html>). [See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

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

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

- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 93.

Unassigned Epinephrine Auto-Injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believe to be experiencing a severe allergic reaction (anaphylaxis). An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPen. Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during

regular school hours and whenever school personnel are physically on site at school-sponsored activities.

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

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

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

Unassigned Opioid Antagonists (All Grade Levels)

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

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believe to be experiencing an opioid-related drug overdose.

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

Steroids (Secondary Grade Levels Only)

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

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

Psychotropic Drugs

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an

advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

If your child has unique medical conditions or any other condition that requires virtually immediate administration of medications under specified conditions, please contact the principal, who will schedule a meeting of appropriate personnel to ensure that your child's needs are met.

Homework (All Grade Levels)

Christoval ISD believes that efficient and effective homework practices are an important dimension in an instructional and assessment program at all levels. Quality practices include some opportunities for student choice (i.e., topic or product options), and lead to high student achievement, positive work habits and character development. Specific homework guidelines are established in each classroom and distributed to parents and students early during the first grading period.

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
- Safe, supportive, and positive school climates

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 4 and **Consent to Provide a Mental Health Care Service** on page 7 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 71 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 129 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 130 for board adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day kindergarten-grade 4 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Junior High/Middle School

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

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

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

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

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/suddencardiac-death) (<https://www.uiltexas.org/health/info/suddencardiac-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.

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85-90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Texas Department of State Health Services.

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 85.]

Diabetes

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

Food Allergies (All Grade Levels)

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

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

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 by contacting the school nurse.

[See **Celebrations** on page 45 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district

before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 35 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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

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

Health-Related Resources, Policies, and Procedures

Physical and mental Health Resources (All Grade Levels)

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

Lindsay Dixon	Stacy Mecke	Candace Munoz
Christoval ISD Nurse	Elementary Counselor	JH/HS Counselor
Local Public Health Authority	Local Mental Health Authority	Local Mental Health Authority
lindsay.dixon@christovalisd.org	stacy.mecke@christovalisd.org	candace.munoz@christovalisd.org
(325) 896-7254	(325) 896-7236	(325) 896-7269

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.christovalisd.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

Christoval ISD Student Handbook

- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

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

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

Clint Askins

Superintendent of Schools

clint.askins@christovalisd.org

(325) 896-7286

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

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

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

[See **Consent to Human Sexuality Instruction** on page 16, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 17, 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, please contact:

Lindsay Dixon

Christoval ISD Nurse

lindsay.dixon@christovalisd.org

(325) 896-7254

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

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

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

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

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

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted

by his or her parents 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.

At the time children are enrolled, the parent or other adult completing the enrollment forms should list those people who are authorized to pick up children during the school day. **Unless the principal has a current court order signed by a judge, showing an official file stamp with the court, and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the principal will release children to either parent.**

Students will not ordinarily be released during the school day to participate in private lessons or other instruction. If you believe you have a special situation that would warrant an exception to this rule, please contact the campus principal to schedule a conference about your situation.

State Board of Education rules at 19 T.A.C. § 74.12 (b)(6)(C) permits the district to seek approval for students to obtain PE credit based on participation in Olympic-level participation, competition, private, or commercially-sponsored physical training to substitute for PE instruction. For Olympic-level programs, the student may miss PE only and be dismissed for only one hour per day. For private or commercial activities, the student cannot miss any portion of the school day.

During Lunch

Christoval ISD has a closed campus, which does not allow students to leave campus at lunch or at any other time during regular school hours.

Students who leave campus in violation of these rules will be subject to immediate in-school suspension.

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 immediate in-school suspension.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

- Monday-Friday: 7:30 am - 3:45 pm

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

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with Campus Principal and their child's teacher about special considerations regarding library materials self-selected by their student.

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

If you have a concern about library materials available to your child, please contact the librarian, teacher, or the principal. We have a policy and process that will allow you to explain your concerns and reach an understanding about your child's access to the questioned materials.

Lockers (All Grade Levels)

Lockers will be available at the time of registration. No student will be permitted to change lockers without the permission of the principal. Students are expected to keep their lockers neat and clean. They shall be cleaned out and cleared of trash every few days.

Lockers are provided to each student as a matter of convenience, and they should be used carefully. Students may use a combination lock or keyed lock, but the combination or a copy of the key must be provided to the school secretary. In case of an emergency, if a key or combination is not provided, the school district has the authority to cut the lock if necessary. Students should keep the locker neat and orderly and should not slam the doors.

No pictures, mirrors or signs of any kind should be pasted, glued or taped to the inside of lockers.

Students are not to use pencils, pens or other devices to prevent the locker from locking. Books not being used by the student should be kept in lockers at all times. Books and items such as trash, bottles, lunch, etc. left on top of lockers will be confiscated and a fine or disciplinary consequence assessed.

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 monetary value to school, as the district is not responsible for lost or stolen items. Students are responsible for all their personal possessions while at school or any school-sponsored or school-related event. All clothing and school supplies should be marked with adequate identification. **It is important that you understand the school district is not responsible for any personal items that are lost, damaged, or stolen at school or a school-related activity.**

The campus will donate lost and found items to charity at the end of the school year.

Makeup Work (All Grade Levels)

Makeup Work Because of an Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 39.]

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 School Grade Level

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

Grades 6-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the

student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

[In-School Suspension \(ISS\) and Out-of-School Suspension \(OSS\) Makeup Work \(All Grade Levels\)](#)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

[Nondiscrimination Statement \(All Grade Levels\)](#)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Tambra Hollway

Title IX Coordinator

P.O. Box 162, Christoval, TX 76935

tambra.hollway@christovalisd.org

(325) 896-2520

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

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator.
- For all other concerns regarding discrimination, see the superintendent.

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

Parent and Family Engagement (All Grade Levels) 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 59.]
- 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 (325) 896-7205 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 105.]
- Becoming a school volunteer. [See **Volunteers** on page 136 and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and

sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 95 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. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$10 to park in a school parking lot. Parking permits for seniors who choose to paint their parking spot (must be approved by the principal) will be \$30. So long as space is available, parking permits may be issued throughout the year.

Students with a valid driver's license who choose to drive vehicles to school are subject to all state and local traffic laws and regulations while they are on school property and must practice courteous and safe driving habits around school.

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

Once students have parked their vehicle on school property, they must exit their vehicle immediately and not return to the parking lot until the close of the school day. Students may be subject to disciplinary action for violation of these rules. Students found in the parking lot "at vehicle" during the school day may result in ISS. The district may tow cars that are parked in violation of these rules.

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

Each school day, students will recite the Pledge of Allegiance to the 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 22.]

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

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

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 74.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 75 and **Standardized Testing** on page 118.]

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 97.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

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

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every six weeks.

At the end of the 3rd and 6th week of each 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 the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 75.]

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 district uses an electronic program called ParentSquare to communicate academic information about your child, including for report cards and progress reporting purposes. Grade

reporting can also be accessed through TxConnect Parent Portal or Student Portal. The links are available online at www.christovalisd.org or contact your student's campus.

In the event of a temporary school closure due to a widespread illness or an epidemic, the Board of Trustees may amend policies for grading and report cards as necessary.

It is the philosophy of Christoval ISD to report each student's growth in terms of his/her own ability and not in comparison to his/her peers.

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 in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

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

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

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

Standardized Testing for a Student in Special Programs

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

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 75.]

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 STAAR or EOC

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

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

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

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

Personal Graduation Plans – Middle School Students

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

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

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

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

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

[See **Personal Graduation Plans** on page 80 for information related to the development of personal graduation plans for high school students.]

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 61.]

Safety (All Grade Levels)

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

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

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

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

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

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

Emergency Medical Treatment and Information

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

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

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

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

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

Emergency School Closing Information

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- School district website
- ParentSquare
- Social media platforms
- Local TV and radio stations

[See **Parent Contact Information** on page 55 and **Automated Emergency Communications** on page 55.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 118.]

Schedule Changes (Middle School and High School Grade Levels)

Student schedules are based on the students' choice sheets completed the prior year. A master schedule of course offerings will be designed in order to accommodate a maximum number of students' choices with a minimum number of conflicts. Personnel assignments will be made based on the students' choices. Therefore, it is imperative that the students give careful consideration to their selections. Students will receive their upcoming year schedules at the beginning of the new school year. They will be expected to follow these schedules for the entire year. Schedule changes will be considered only in the event of inappropriate placement, a lack of prerequisites, an error made by staff during enrollment, or a scheduling conflict. Because there are no single-semester courses in Middle School, no schedule changes will be allowed during the school year.

All schedule change requests are initiated through the principal's offices, require parental approval, and will only be considered before school starts. Requests for elective changes will not be honored.

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; Maintenance Director: Mr. David Goad at (325) 896-7260.

Food and Nutrition Services (All Grade Levels)

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

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

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

Isabel Salinas

Director of Food Services

isabel.salinas@christovalisd.org

(325) 896-7227

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. Students must pay for their meals in advance. Charging is allowed up to a (\$6.00) limit until April 28th. Beginning May 1st through May 12th, charging is allowed up to a (\$4.00) limit. Charges are not allowed beginning May 16th. Upon discovery that a student's lunch money account has reached the \$6.00 limit, the student will be offered a cheese sandwich in lieu of the regular meal tray. When a student's account has reached a negative balance, parents will receive an automated phone call alerting the parents of the negative balance and the amount due. The automated phone call will continue until the account has been paid in full. Please keep track of your child(ren's) account so that we do not have to keep them from eating a balanced meal.

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

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

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

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, 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

“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) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 101 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Cafeteria Guidelines

Students must follow directions for entering the cafeteria and observe good table manners and courteous behavior at all times, including but not limited to:

Christoval ISD Student Handbook

- Students will not cut in line.
- Students will respect cafeteria staff and all other district employees and follow any and all directives given by cafeteria staff and/or district employees
- Students will not be permitted to consume food in the serving area. Food may only be consumed after payment has been made **and** after the student has been seated in the dining area,
- Sharing of food is a health hazard and is strictly prohibited,
- Wearing hats in the cafeteria, loud talking, and unnecessary noise are considered poor manners and will not be allowed.

Any and all behaviors that are deemed inappropriate may result in disciplinary action.

Only the parent/guardian of a student may deliver outside food or drinks to his/her child.

Meal Prices

Students are allowed one free reimbursable breakfast and one free reimbursable lunch each during the current 2025-2026 school year.

Student Breakfast:

- K-5th: \$1.50
- 6th-12th: \$1.80

Student Lunch:

- K-5th: \$3.00
- 6th-12th: \$3.20

Once your students qualify:

- Student Reduced Breakfast: \$0.30
- Student Reduced Lunch: \$0.40

Extra milk with any meal is \$0.45 at both campuses.

Students must pay for their meals in advance. Charging is allowed up to a \$6.00 limit until April 30th. Beginning May 2nd through May 13th, charging is allowed up to a \$4.00 limit. Charges are not allowed beginning May 16th. Upon discovery that a student's lunch money account has reached the \$6.00 limit, the student will be offered a cheese sandwich in lieu of the regular meal tray. When a student's account has reached a negative balance, parents will receive an automated phone call alerting the parents of the negative balance and the amount due. The automated phone call will continue until the account has been paid in full. Please keep track of your child(rens) account so that we do not have to keep them from eating a balanced meal.

Parents may access their student's cafeteria account via the internet to make inquiries and add money to their account through www.myschoolbucks.com. Please contact Isabel Salinas, Director of Food Services (325) 896-7227 for more information.

Our schools participate in the federal Child Nutrition Programs, which provide free and reduced-price breakfast and lunch programs to students based on family income levels. We maintain strict confidentiality as to whether students participate in the program. If you would like more information about the program or an application, please contact Isabel Salinas, Director of Food Services (325) 896-7227.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [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.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 73 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations (All Grade Levels)

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)** on page 96.]

As school officials, we have the authority to question a child about his or her own conduct at school and, in the investigation of alleged misconduct by other students or employees, to question him or her about the conduct of others. We expect students to cooperate in this process, and the refusal to cooperate will be treated as insubordination and disciplined accordingly. We will not ordinarily contact you before questioning your child about his or her own conduct or about the conduct of other students or employees, but certainly will contact you as provided in the Student Code of Conduct if our investigation shows that your child has violated school conduct rules. The Code of Conduct provides a complete explanation of the discipline processes and when you will be contacted. Our investigation of possible violations of the Code of Conduct is not a criminal proceeding, and there is no such thing as "taking the Fifth" or a student's right not to incriminate himself or herself in a school discipline investigation.

Sometimes law enforcement officials or investigators from Child Protective Services (CPS) ask to interview students at school. In the case of an investigator from Child Protective Services conducting a child abuse or neglect investigation, we are required by state law to permit the investigator to talk to the child at school. We will also make every effort to cooperate with law enforcement officials conducting an investigation that requires talking to students.

Ordinarily, we will attempt to contact you before the interview by an outside person takes place. However, if the CPS investigator or the law enforcement official asks or tells us not to contact you, we will comply.

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 suspicion less 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.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal 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 68 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)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See **Steroids** on page 89.]

Vehicles on Campus (Secondary Grade Levels)

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 61.]

Special Programs

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 the campus counselor.

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 audiobook free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Special Education

Christoval ISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, school counselors, and other professionals. You may request an evaluation of your child to determine eligibility for special education at any time. We decide whether a student needs special education after we complete a comprehensive assessment. Please contact your campus school counselor or your principal to receive full information about our special education programs. See also the required Notice at the beginning of this Handbook. Christoval ISD is a member of the Small Schools Cooperative for special education services through a Shared Services Agreement and Small Schools Cooperative may be reached at (325) 949-7039.

Section 504/Title IX

Some students who are not eligible for special education and related services may also have disabilities that interfere with their ability to benefit from the regular school program. A committee of educators who have knowledge of the student and his or her needs and limitations will determine what accommodations to the regular method and requirements of instruction are necessary in order for the student to participate.

Elementary Campus
Carla Barron
20000 Rudd Road, Christoval, TX 76935
carla.barron@christovalisd.org
(325) 896-2446

MS/HS Campus
Tambra Hollway
20454 FM 2084, Christoval, TX 76935
tambra.hollway@christovalisd.org
(325) 896-2355

[See **Nondiscrimination Statement** on page 101.]

English as a Second Language

English is the basic language of instruction in our schools. Children who have limited English-speaking skills will have access to programs to help them learn to understand, speak, read, and write the English language. At the time you enroll your children for the first time, you will be asked to complete a Home Language Survey so we know whether to take additional steps to be sure your child is properly served.

Gifted and Talented Students

Some children demonstrate or show a potential for demonstrating a remarkably high level of accomplishment when compared to other children of similar age, experience, or environment. These children may perform at a very high level in an intellectual, creative, or artistic area, show an unusually high capacity for leadership, or excel in a particular academic field. We provide a variety of programs, activities, and learning opportunities for these students.

Accelerated or Intensive instruction/Students At-Risk

Some students do not qualify for special education programs or Section 504 accommodations, but still need some additional assistance to be successful in school and complete the high school program. We provide tutorials in subjects where students are showing special difficulty and may provide specially focused instruction to improve students' language and math skills.

We will not remove your child from a regularly scheduled class in order to provide remedial tutoring or test preparation if that removal would cause the student to miss the regularly scheduled class more than 10 percent of class time, unless you provide written consent for removal from the class for remedial tutoring or test preparation.

In addition to the circumstances listed above, accelerated instruction will be required during the 2025-2026 school year or subsequent summer for any student who did not pass STAAR grades 3-8 or EOC assessments. In this case, we will not remove your student from the foundation curriculum, recess, or any other physical activity in which your student is participating. Participation in accelerated instruction is subject to state compulsory attendance laws. As such, your student's failure to attend mandated accelerated instruction shall result in attendance violations, such as truancy measures and in some circumstances, grade retention.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

[See **Required State Assessments** on page 106.]

Student Responsible Use Policy

CISD provides Internet access, network resources, computers, and other technologies to its students for educational purposes. This Responsible Use Policy for CISD students defines the expectations that CISD has for appropriate use of these systems by its students. Students who violate their Responsible Use Policy or other related campus computer and behavior guidelines may lose the privilege to use District technology, Internet access, and network resources.

The school district will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Section I: Educational Purpose

The CISD network was established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and teacher-directed research projects.

The CISD network was established as a public access service or a public forum. CISD retains the right to place reasonable restrictions on the materials accessed or posted through its system. Students are expected to follow the rules set forth in the CISD Student Code of Conduct, Campus Rules, and District Policy as well as state and federal laws and regulations, when using the CISD network.

The CISD Network is not to be used for commercial purposes. This means students cannot offer, provide, or purchase products or services through the CISD network.

Christoval ISD Student Handbook

The CISD network is not to be used for political lobbying. However, the system can be used to communicate with elected representatives and to express opinions on political issues.

CISD uses Google Workspace for Education for the following “Core Services”:

- Gmail
- Calendar
- Classroom
- Cloud Search
- Contacts
- Docs, Sheets, Slides, Forms
- Drive
- Groups
- Google Meet
- Keep Sites
- Vault

CISD uses or may use the following “Additional Services” with Google Workspace for Education:

- Blogger
- Chrome Web Store
- Google Alerts
- Google Arts and Culture
- Google Bookmarks
- Google Books
- Google Cloud Platform
- Google Cloud Print
- Google Earth
- Google Maps
- Google News
- Google Play
- Google Takeout
- Google Trips

Section II: Internet and Network Access

Students will have access to the Internet and the World Wide Web information resources through the classroom, library, or school computer lab. Access is intended for educational resource purposes as instructed by campus personnel. The District employs an Internet content filter to safeguard its students from inappropriate or dangerous content while they are utilizing online resources. The District takes a reasonable step, through its adopted policies and technologies, to preclude access to objectionable material, but it is not possible for the district to absolutely prevent such access. Students should not attempt to bypass the Internet filter for any reason.

All materials and information placed on student-created Web pages as a part of the CISD network must be preapproved in a manner specified by the school. Materials placed on Web pages must relate to the approved curriculum or to career preparation activities.

Students will be granted network access through individual user or group accounts. Passwords for these accounts must not be shared, and students should only use their own individual or group account.

Blogging, instant messaging, participating in chat rooms or newsgroups, social networking sites, or posting information to educational websites as part of the approved curriculum must be done with teacher supervision, and must serve a legitimate educational purpose.

Section III: Expectations for Student Use

Personal Safety

1. Students will not post personal information or contact information about themselves or other individuals online. Personal contact information includes address, telephone number, school address, parent or student work addresses, pictures, names, email addresses, etc.
2. Students will not agree to meet with someone they have met online.
3. Students will promptly disclose to the teacher, or another school employee, any message received that is inappropriate or makes them feel uncomfortable.

Illegal Activities

1. Students will not attempt to gain unauthorized access to the CISD network, CISD computers, or any other system when using the CISD network. This includes attempting to log in through another person's account, accessing another person's files, forgery, and attempted forgery. These actions are illegal. Unauthorized equipment may not be brought onto the campus for these or any other purposes.
2. Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses, or by any other means. These actions are illegal and they violate District policy and regulations. These actions may result in loss of access privileges, restitution, and other appropriate consequences.
3. Students will not use the CISD network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

System Security

1. Students are responsible for their individual folders/data and should take all reasonable precautions to prevent others from being able to use their data. Under no conditions should a student provide his/her password to another person.
2. Students must notify a teacher or the system administrator immediately, if they identify a security problem. Students are not to seek out security vulnerabilities, as this may be construed as an illegal attempt to gain access.

Inappropriate Language

1. Students will adhere to the restrictions against inappropriate language, which apply to public messages, private messages, and materials posted on Web pages.
2. Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
3. Students will not post information that could cause damage or a danger of disruption.
4. Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
5. Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If told by a person to stop sending him/her messages, the student must stop.
6. Students will not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

1. Students will not repost a message that was received privately without obtaining permission of the person who originally sent the message.
2. Students will not post private information about another person.

Respecting Resource Limits

1. Students will use the system only for educational and career development activities and limited high-quality, self-discovery activities upon approval of the instructor. There is no limit on use for education and career development activities.
2. Students will not download or install programs on District computer systems. This includes programs and files downloaded from the Internet, from portable drives, or from their own equipment (such as games, utilities, and other software not licensed by the District). Using peer to peer file sharing software is also prohibited.
3. Students will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people.
4. CISD provides Internet bandwidth for educational uses. This bandwidth is shared across the District. Students must use this bandwidth responsibly to ensure its availability for other students and staff. Students should not play music or videos from online sources unless it is part of a structured activity supervised by a teacher.

Plagiarism and Copyright Infringement

1. Students will not plagiarize works that are found on the Internet/Intranet. Plagiarism is taking the ideas or writings of others and presenting them as one's own. Students must cite the source of material they have used in their research or school work.

2. Students will respect the rights of copyright owners. Copyright infringement occurs when someone inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, one should follow the expressed requirements. If a student is unsure whether or not the work can be used, a permission request should be sent to the copyright owner.

Inappropriate Access to Material

1. Students will not use the CISD network to access material that is profane, obscene, or pornographic; that advocates illegal acts; or that advocates violence or discrimination towards other people. Exceptions may only be made for legitimate educational uses with teacher, administrative, and parent approval.
2. If a student mistakenly accesses inappropriate information, a teacher or another District employee must be notified immediately. Quick notification will protect the student against a claim that the RUP was intentionally violated.
3. Parents should instruct the student and teacher if there is additional material they think would be inappropriate for the student to access. The District fully expects the student to follow their parents' instructions in this matter.

Section IV: Student Rights

Free Speech

The CISD network is considered a limited forum, similar to the school newspaper, and therefore the District may restrict a student's speech for valid educational reasons. If the District is in disagreement with opinions that a student may be expressing, it will not restrict a student's right to state those opinions.

Search and Seizure

Students should expect only limited privacy in the contents of personal files on the District's system. The situation is similar to the rights a student has in the privacy of a locker.

Routine maintenance and monitoring of the CISD network may lead to discovery that the student has violated the RUP, the CISD Student Code of Conduct and Campus Rules, or the law of the land.

An individual search will be conducted, if there is reasonable suspicion that a student has violated the RUP, the CISD Student Code of Conduct and Campus Rules, or the law of the land. The investigation will be reasonable and related to the suspected violation.

Parents have the right, at any time, to request to see the contents of their child's computer files if such an account exists.

Due Process

The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the CISD network.

In the event there is a claim that a student has violated, the RUP or the CISD Student Code of Conduct and Campus Rules, in the use of the CISD network, the student will be provided a written notice of the suspected violation and an opportunity to present an explanation before a neutral administrative staff person.

If the violation also involves a violation of other provisions of the CISD Student Code of Conduct and Campus Rules, it will be handled in a manner described in the CISD Student Code of Conduct and Campus Rules. Additional restrictions may be placed on the student's use of their Internet account.

Limitation of Liability

The District makes no guarantee that the functions or the services provided by, or through, the District's system will be error-free or without defect. The District will not be responsible for any damage a student may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through, or stored on, the system. The District is not responsible for financial obligations arising through the unauthorized use of the system.

Personal Responsibility

Students using CISD technology should keep in mind that these are shared resources for all students within CISD. Network and computer activity may be logged and analyzed to allow District personnel to track usage, troubleshoot problems, and verify that District systems are being used appropriately, in order to ensure system reliability and availability for all students.

High expectations exist for Christoval ISD students. Student usage of District computers, network resources, and Internet access should demonstrate a high standard of conduct as District technology is used to accomplish educational goals.

Note: The district removed "Bring Your Own Technology" (BYOT). No outside devices will be allowed.

Section V: School Issued Chromebooks (1:1)

Purpose

As part of our commitment to integrating technology into the curriculum, Christoval ISD has purchased Chromebooks and their related accessories for students' individual use at school. The mission of this program is to create an engaging and collaborative classroom environment that broadens the scope of learning. This program significantly extends the learning exercise, triggering information pursuit, creative thinking, interpersonal communication, and collaboration.

The use of Chromebooks shall reinforce the curriculum, and reflect the varied instructional needs and learning styles of our students.

Each student in grades 6-12 will be issued a Chromebook for the upcoming school year. In order for a student to be issued a Chromebook, you and your child must read, sign, and return the attached acknowledgement. Access to the technology resources of the school is a privilege and not an entitlement or right, and you and your child are responsible for the appropriate care, handling, and use of the Chromebook as outlined in this policy. If the school changes this policy at any time during the school year, the school will notify you of the change(s).

General Procedures

- 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.
- Never transport your Chromebook with the power cord plugged in.
- Students should never carry their Chromebooks while the screen is open.
- Chromebooks must remain free of any writing, drawing, or stickers UNLESS the Chromebook is protected with removable skin. An identification label with the student's name is acceptable on the Chromebooks.
- Vents CAN'T and SHOULDN'T be covered.
- Chromebooks must have a CHRISTOVAL ISD inventory tag on them at all times and this tag must not be removed or altered in any way. If the tag is removed disciplinary action will result.
- Chromebooks should never be left in a car or any unsupervised area.
- Students are responsible for bringing completely charged Chromebooks for use each school day.
- CISD issued Chromebooks will be distributed with a Chromebook case. CISD Chromebooks must remain in the case at all times.

Using Your Chromebook at School

- 1. Chromebooks are intended for use at school each day.**
- 2. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules may be accessed using the Chromebook.**
- 3. Students are responsible to bring their Chromebook to all classes, unless specifically advised not to do so by their teacher.**
- 4. Chromebooks Left at Home:**
 - a. It is expected that Chromebooks are brought to school each day.
 - b. Repeat violators of this policy will result in loss of privileges or other consequences as necessary.
- 5. Chromebooks Under Repair:**
 - a. Loaner Chromebooks may be issued to students when they leave their Chromebook for repair.

- b. Students using loaner Chromebooks will be responsible for any damages incurred while in possession of the student.
- c. Loaner Chromebooks do not go home unless arrangements are made with staff.
- d. If loaner Chromebooks are lost, stolen or damaged they will be assessed fine in line with the offense up to the amount needed to replace the device.

6. Charging Your Chromebook:

- a. It is expected that Chromebooks are brought to school each day fully charged. If devices are not fully charged, students are responsible for charging them throughout the day at a school charging station.
- b. Students need to charge their Chromebooks each evening.
- c. Repeat violations of this policy will result in consequences.

7. Backgrounds and Passwords:

- a. Inappropriate media may not be used as a screensaver or background.
- b. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.
- c. Take care to protect your password. Do not share your password.

General Procedures

1. Inappropriate use of the Chromebook may include but is not limited to:

- a. Taking inappropriate pictures
- b. Accessing sites that are not school related during school
- c. Cyberbullying
- d. Playing non-educational and unapproved games during school time
- e. Inappropriate Google searches of words or images

2. Consequences could include:

- a. Detention
- b. Chromebook use only during school hours - not allowed to take it home
- c. Chromebook ban
- d. Tech ban from all school devices for a specific amount of time
- e. Suspension

General Guidelines

Responsible Use Policy, that this is just a section of the entire policy.

Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of CISD.

Christoval ISD Student Handbook

Students are responsible for their ethical and educational use of the technology resources of the CISD.

Access to the CISD resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the Responsible Use Policy.

Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and Chromebook viruses.

Any attempt to alter data, the configuration of a Chromebook, or the files of another user, without the consent of the individual, Principal, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the student handbook and other applicable school policies.

If a student leaves their Chromebook home three times, they will be asked to visit the principal for further discipline.

****This includes parents/others taking the device for their personal use.**

The student in whose name a system account and/or Chromebook hardware is issued will be responsible at all times for its appropriate use.

Non-compliance with the policies of this document will result in disciplinary action.

Privacy and Safety

Do not go into chat rooms or send chain letters without permission. If applicable, teachers may create discussion groups for communication among students for educational purposes.

Do not open, use, or change files that do not belong to you.

Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords of other people.

Remember that storage is not guaranteed to be private or confidential as all Chromebook equipment is the property of the CISD.

If you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately and tell an adult.

Legal Property

Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.

Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.

Use or possession of hacking software is strictly prohibited and violators will be subject to discipline. Violation of applicable state or federal law, including the Texas Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District.

Damage to CISD Issued Chromebook

Students that damage their device are expected to pay for replacement costs. Fines are expected to be paid in full as soon as possible or by the end of the current school year. Students not taking care of their fines will not be issued a device the following year until all outstanding fines are paid. *Administration will work with families if a payment plan is necessary.

The fee schedule is as follows:

- First repair - \$25.00
- Second repair - \$50.00
- Third repair - \$75.00
- Chromebook Charger - \$25.00
- Lost Chromebook - \$150.00 (after 2nd loss in JH, and then again in HS, full replacement cost of the Chromebook at current replacement prices will be required.)

E-mail Electronic Communication

Always use appropriate and proper language in your communication.

Do not transmit language / material that may be considered profane, obscene, abusive, or offensive to others.

Do not send mass emails, school-wide mass emails, chain letters or spam.

E-mail & communications sent / received should be related to educational needs on CISD Google accounts.

E-mail & communications are subject to inspection by the school at any time.

Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated district staff to ensure appropriate use.

The district cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws.

At Home Use

The use of Chromebooks at home is encouraged.

The Chromebook is for CISD students only. Parents, siblings, family, friends, etc. should not use the device for their personal use.

Chromebook care at home is as important as in school, please refer to the care section.

School district filtering called “SECURLY” allows for school officials to see websites and material accessed while the device is off of school grounds on ANY network.

Inappropriate or dangerous content will subject CISD students to disciplinary action.

Technology Donation Plan

Often, employees of the Christoval Independent Schools receive requests from individuals to accept donations of used technology, including computers, monitors, printers, etc. While we sincerely appreciate the intent of these donations, we recognize that acceptance of donated equipment obligates the District to be able to repair and/or maintain it. In the past several years, our District has worked extremely hard to standardize district technology. Acceptance of non-standard, donated equipment substantially dilutes our ability to provide timely, effective service. For this reason, policy guidelines are needed to establish a procedure that will benefit both the schools and our community.

Acceptable Equipment Requirements

For the 2025-2026 school year (and subsequent years pending minimum specifications as defined by the Technology Department), items for donation must meet the minimum requirements listed below.

- An Intel-based computer should be able to run Windows 10 or higher.
- An Apple computer should be able to run MacOS 11 or higher.
- Intel-based computers must have a 10th Generation Core i3 3 GHZ processor or better with a minimum of 8GB of RAM and a 250GB or larger hard drive.
- Apple computers must have a 10th Generation Intel Core i3 3 GHZ processor or better with a minimum of 8GB of RAM and a 250GB or larger hard drive.
- Working or new monitors must be 22” or larger and must be flat panels.

Placement of Equipment

The Technology Department will be responsible for placing the equipment according to requirements listed in the District and School Improvement Plans, as well as guidelines found in the Technology Plan.

Donation Follow-up

The district will acknowledge all donations, either individual or corporate, with a thank you letter that includes tax information, if requested. The letter will be sent by the Technology Department.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce school events as deemed appropriate by the campus principal. 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 75 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school may be offered to meet accelerated instruction requirements, or as an option for students in a disciplinary setting to complete coursework.

Credit Recovery

Christoval ISD uses the Odyssey online program for credit recovery and grade redemption for secondary students in grades 7-12. The Odyssey program provides a learning environment to support online and blended instruction. Odyssey's target population are students that are at risk of failing or have failed six weeks (grade redemption) and students that have already failed a semester course and need to earn credit for the course (credit recovery). The Odyssey program is a self-paced program for students that are self-motivated and self-disciplined enough to successfully complete the online assignments. The goal of the credit recovery program is to ensure that all students are given the opportunity to graduate on time.

General Guidelines

Students may not begin credit recovery in the same semester for a course they are currently enrolled in. They must complete the semester in the traditional format in class. All students, who have failed a semester course or six weeks, will be afforded the opportunity to recover the failed six weeks or semester at the beginning of the next semester in Saturday School or summer school. If a student takes a course in summer school, it must be completed on-campus in summer school.

Students will have the opportunity to recover as many six weeks as necessary, even if they have failed all three six weeks of the semester.

The successful Odyssey student needs to be self-directed and focused in order to successfully complete online assignments.

Credit recovery can be used for original credit under limited special circumstances identified by the counselor. Documentation of original credit must be approved and signed by the principal prior to the assigned Odyssey course.

Odyssey is a web-based curriculum program. Therefore, students can access it at home. To ensure the program's integrity, all quizzes, tests, and exams must be proctored in the lab at school.

Students may not take an Odyssey course for credit if an on-campus class is offered during the semester.

Upon enrollment in the district's online course program, students will have a defined start and stop date by which course completion must occur. Progress Report grades will include an **actual grade** that considers whether or not the student is on pace to finish the course by the predetermined stop date.

Students enrolled in online course work are classified as on-campus or remote users. Only extreme extenuating circumstances will be considered for students to be allowed to work remotely.

On-campus user – The online course will be included in the regular schedule, and the student may utilize before/after school lab time.

Remote user – With permission from the principal, the student works on their online coursework away from school after demonstrating proficiency with the program. Students who work remotely are expected to attend an on-campus lab once per week while enrolled in the program.

Credit Recovery Progress/Grades

Students completing coursework for a previously failed course will receive the grade earned in credit recovery.

The previous failing grade will remain on the transcript.

Students must complete all failed six-week periods:

- If the grade is 64 or below, the student must retake the entire six weeks online.
- If the grade is 65-69, the student can pre-test out of individual lessons, within the six week period, with a score of 70 or better.

The Lab teacher will teach students how to monitor student progress toward completion. The Lab teacher will also report progress and grades every reporting period.

Seniors utilizing online learning for credit recovery in the spring semester must complete the course early enough to meet graduation checkpoints to graduate with the class. All spring semester coursework must be completed by the last day of school. The grade for that course will be assigned at that time. Students may not extend their coursework into the summer or next school year.

Grade Redemption

Students who complete coursework for grade redemption will have the failing six-week grade replaced with at most a 75.

Students must complete grade redemption coursework in the active semester.

Failure of a Course Due to Failure of Semester Exam Options

Students can retake the last six weeks of the semester or the weakest six weeks; the grade earned will replace the semester exam grade.

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to the detention hall or given another appropriate consequence. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

At the secondary level, three tardies in a class per semester will result in one unexcused absence for exemption purposes.

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

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

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

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

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 does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent.

However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library** (All Grade Levels) on page 99.

Transfer Request (All Grade Levels)

The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

In approving transfers, the Superintendent shall assign a transfer committee to make decisions regarding transfer requests based upon the availability of space per campus or grade and instructional staff.

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 29, **Bullying** on page 42, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 31, 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 114.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the district Transportation Director.

See the Student Code of Conduct for provisions regarding transportation to the disciplinary alternative education program (DAEP).

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

The bus driver is responsible for the safe operation of the school bus and the safety and discipline of the bus students. The school bus is an extension of the classroom, and the principal will administer discipline with assistance from the bus driver. A school bus will not transport a student that is termed ineligible for transportation by Christoval ISD policies and TEA guidelines.

A video monitoring system may be in use by a portion of the school buses. These cameras are in place for the safety of our students and are used to monitor bus discipline. The tapes are kept

strictly confidential and are limited to viewing by authorized personnel/staff representing Christoval ISD.

A bus information card is included in the forms packet and must be returned to the school office. The student and their parent/guardian must sign the card.

Students must:

- At no time will students act toward or address comments to a bus driver in a disrespectful manner or refuse to follow the driver's directions at all times.
- Students will get on and off the bus **only** at their assigned stop.
- Students will not refuse to sit in an assigned seat or deny another student a place to sit.
- Students will be expected to remain seated for the duration of the trip and remain seated until the bus door opens.
- Students will not throw or shoot articles within the bus or out the bus window and will not extend any part of their body, clothing, or other articles out of the bus window.
- Students will not take or handle any emergency equipment inside the bus and shall never get on or off the bus through the emergency door except in an emergency.
- Students shall never attempt to operate the passenger door except in cases of extreme emergency.
- Students will not yell, scream, whistle, or make any loud, distracting noises.
- Students may play radios, tape players, CD players, iPods or other MP3 players, or any other electronic devices on the bus with bus driver permission but, that privilege may be banned if it is deemed a distraction.
- Students will not write on, damage, or destroy any part of the school bus. (Parents/guardians will be responsible for damages.)
- Horse playing, fighting, and the use of obscene, vulgar, or profane language are forbidden.
- Students will not carry weapons, explosives (such as fireworks), unsheathed pointed articles, animals, laser pointers, intoxicating beverages, or drugs (including prescription medication), on the bus.
- Students will not strike matches or use tobacco of any kind on the bus.
- Students will not eat, drink, or throw litter on the bus.
- Students will arrive at the bus stop five minutes prior to the scheduled time and expect to wait five minutes after this time for the bus. They will stand at least six (6) feet from the roadway and not approach the bus until the door has opened.
- All students living on the left side of the roadway will exit the bus and move to a point ten (10) to twelve (12) feet in front of the front bumper and wait for the driver to signal that it is safe to cross. Students will not cross behind the bus.
- Students will face forward for the entire bus trip and will keep their feet on the floor in front of them and not in the aisle.
- Students will follow all school rules and regulations concerning bus students.

Steps and Consequences for Improper Conduct on the School Bus

Step One (First Offense): The bus driver will warn the student verbally for the misconduct..

Step Two (Second Offense): The bus driver will write-up the student's misconduct on the Student Discipline Documentation Form and turn it into the transportation office. The transportation office will send the form to the campus principal, who will in turn, mail the parents/guardians a copy of the form stating that this is the second warning of misconduct and explain the disciplinary action that was taken.

Step Three (Third Offense): The bus driver will write-up the student's misconduct on the Student Discipline Documentation Form and turn it into the transportation office. The transportation office will send the form to the campus principal, who will in turn, mail the parents/guardians a copy of the form stating that this is the third warning and that bus privileges have been removed for a given period of time as determined by the principal. A copy of the disciplinary action taken will be sent to the transportation office.

Note: The principal has the authority to skip any step for serious misconduct. All subsequent write-ups will be sent to the campus principal for disciplinary action. Misconduct will be punished in accordance with the ***Student Code of Conduct***; bus-riding privileges may be suspended.

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.]

Unsupervised Activities (High School Only)

There will be some occasions where your child may be unsupervised during the school day. Some examples include, but are not limited to: athletics, locker rooms, student aide duties, or transition between class periods. During such times students are expected to follow all school rules.

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal 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 19 for video and other recordings by parents or visitors to virtual or in-person classrooms.]

Visitors to Schools (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 19 for video and other recordings by parents or visitors to virtual or in-person classrooms.]

Unauthorized Visitors

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

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

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

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

[See the Student Code of Conduct.]

Visitors Participating In Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career

The district periodically invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing From School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

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

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

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

DPS stands for the Texas Department of Public Safety. DSHS stands for the Texas Department of State Health Services.

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

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

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

ESSA is the federal Every Student Succeeds Act.

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

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

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

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

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

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

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to 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. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

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

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

TAC stands for the Texas Administrative Code.

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

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

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

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

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

Appendix: Freedom from Bullying Policy

Note to Student Handbook developer: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. TASB Policy Service included recommended revisions to FFI(LOCAL) in Update 121 in June 2023. TASB recommends that districts adopt revisions to this policy prior to the beginning of the 2023-24 school year. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.sonoraisd.net. Below is the text of Sonora ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/11/2017

Freedom from Bullying Policy

The district prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Students or parents may contact the district to obtain an incident report form that may be used to submit the complaint.

Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.